

Princeton University
DEPARTMENT OF SOCIOLOGY

Undergraduate Handbook in Sociology

2005-06

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PART I. INFORMATION FOR PROSPECTIVE MAJORS

1. Introduction

1.1 What is Sociology?

Sociology deals with the full range of social groups--from small groups to towns, communities, and nations, and with all realms of social interaction--from economy to polity to culture. Its subject matter can be a small circle of friends, large organizations and governments, or even cross-cultural influences and the global system of capitalism.

Sociologists emphasize the careful use of evidence to develop and enrich our understanding of social processes. Sociological studies attempt to explain diverse patterns of social organization and culture, thus discovering the similarity of apparently disparate phenomena, as well as the distinctiveness of outwardly similar situations. Because sociologists study a broad range of social phenomena, they use various research methods, including historical and narrative approaches, interviews, questionnaires, participant observation, and statistical analysis.

While the various social sciences overlap to some degree, they have different emphases and make distinct contributions. Psychologists favor experimental methods in the study of individuals and small groups; anthropologists emphasize field research and focus on non-Western cultures; economists emphasize mathematical modeling within a highly developed theoretical paradigm. Political scientists and sociologists use similar methods and overlap significantly in their substantive interests in politics, though political scientists study formal governmental processes more so than do sociologists. For sociologists, economy and polity are less distinct realms of study than special cases of social processes that have much in common with other social institutions.

Sociological concepts have influenced historians, political scientists, policy makers, and cultural critics. Everyday conversations are peppered with terms and concepts that sociologists have contributed to popular and intellectual discourse, including: "the self-fulfilling prophecy," "conspicuous consumption," "WASP," "social mobility," "in-groups" and "out-groups," "modernization," and "social structure." Sociologists studied social stratification--including the role of race and gender in contemporary society--long before such issues became central policy questions. Many modern survey and statistical techniques, including polling and survey design, were pioneered by sociologists.

1.2 Career Options for Sociology Majors

There are numerous career opportunities for sociologists including, for example, work with survey organizations (public opinion polling, census bureaus, test marketing), public health, public policy, academia, statistical analysis, business administration, and private foundations. A common misconception is that professional schools require that applicants have majored in a particular subject, such as politics for law school or economics for business school. In fact, many recent sociology graduates have gone on to law, medical, or business school. What *do* Princeton Sociology majors actually do after they graduate? To answer this question, we conducted a survey of our graduates. We mailed surveys to all Sociology majors who graduated from 1982-1993, asking them about their current occupations. Based on 74 responses, we found that:

- A majority (54%) work in the private for-profit sector, probably reflecting employment patterns nation-wide. A significant minority (30%) work in non-profit organizations, including educational institutions. Smaller numbers work in government and other settings.
- Approximately 18% work in education; 18% in communications and media; 16% in finance, insurance, and real estate; and 13% in law. Other fields of work include public policy, medicine, and manufacturing.
- A large majority obtain advanced degrees after graduating from Princeton. Of those who had been out of Princeton for at least six years, 68% had received advanced degrees. Most common were law degrees. There are also quite a few M.B.A.s, M.D.s and Ph.D.s among our graduates.
- In polling Sociology majors graduating in 2000, we found that students were going on to obtain advanced degrees and working for non-profit organizations or private industry.

2. Sociology at Princeton

2.1 The Department

Compared with the Politics and Economics Departments, for example, the Sociology Department at Princeton is relatively small, therefore, students and faculty often come to know each other quite well. While the department's program is designed to familiarize all students with sociological fundamentals, it is receptive to diverse perspectives and interdisciplinary approaches. Departmental majors commonly combine their interests in sociology with work in other disciplines and programs (for example, History, Anthropology, Politics, Women and Gender Studies, Economics, African-American Studies, Latin American Studies, East Asian Studies, and Environmental Studies). The department encourages its students to study issues from a variety of perspectives; one becomes a good sociologist by also becoming a thoughtful, well-rounded scholar. For example, many courses encourage active participation in the research process through field experience, survey research, or statistical analysis. The department also urges students with a policy orientation to put their training to practical use in the service of others.

The following list illustrates the wide range of substantive issues addressed in the teaching and research of Princeton sociologists:

- processes of decision-making in large-scale political, business, and religious organizations;*
- the causes and consequences of racism and other ethnocentrisms;*
- the persistence and impact of poverty and inequality;*
- demographic patterns of immigration, marriage, fertility, and mortality;*
- the interplay between migration and development;*
- the role of religion in social change;*
- the composition of minority students in academically selective colleges and universities;*
- how culture shapes economic rationality and social innovation;*
- changing patterns of sexuality, gender, and family life;*
- the arts and media, and their audiences;*
- the causes and dynamics of social movements and revolutions;*
- changes in East Asian, Latin American, North American and European societies.*

2.2 Administrative Personnel and Faculty

Chair

Alejandro Portes, 104 Wallace Hall, 8-4531. E-mail: chairsoc@princeton.edu

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

Faculty

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

2.3 Course Offerings, Fall 2005

- | | |
|-----------------|---|
| SOC 201 | American Society and Politics
P. Starr, TTH 11:00-11:50 |
| SOC 300 | Claims and Evidence in Sociology
L. Adams, MW 11:00-11:50 |
| SOC 302 | Sociological Theory
P. Fernandez-Kelly, TTH 10:00-10:50 |
| AAS 334/SOC 334 | Educating a New Majority
R. Hope, Seminar: W 7:30pm-10:20pm |
| SOC 339 | Sociology of International Migration
M. Mooney, MW 10:00-10:50 |

SOC 404 Social Statistics
B. Western, Seminar T 1:30-3:20; Lab W 10:00-10:50

WWS 481/SOC 481 Special Topics in Public Affairs: Race and Public Policy
D. Massey, MW 12:30-1:20

Graduate Courses That May Be Of Interest

SOC 501 Classical Sociological Theory
M. Centeno, Thurs. 11:00-2:00 165 Wallace Hall

SOC 503 Techniques and Methods of Social Science
A. Portes, Thurs. 2:30-5:30 165 Wallace Hall

SOC 514 Stratification and Inequality
B. Western, Mon. 9:00-12:00 190 Wallace Hall

SOC 5201 Selected Topics in Social Institutions: Missing Data Analysis
S. Lynch, Tues. 6:00-9:00p.m. 190 Wallace
(Meets during the first half of the semester.)

SOC 520p Selected Topics in Social Institutions: Economic Sociology
V. Zelizer, Wed. 11:00-2:00 190 Wallace Hall
(Meets during the first half of the semester.)

SOC 521 Religion and Public Life
R. Wuthnow, Wed. 12:00-1:30 5 Ivy Lane

SOC 550 Research Seminar in Empirical Investigation
M. Ruef, Wed. 2:30-5:30 165 Wallace Hall

SOC 570a Selected Topics in Ethnographic Methods: The Ethnographic Tradition
K. Newman, Tues. 9:00-12:00, 190 Wallace Hall
(Meets during the first half of the semester.)

SOC 570b Selected Topics in Ethnographic Methods: The Logic of Inquiry in Ethnographic
Methods
M. Small, Mon. 6:00-9:00p.m. 190 Wallace Hall
(Meets during the second half of the semester.)

ECON 571/ Introduction to Population Problems
SOC 571 T. Espenshade (first half of semester); M. Tienda (second half of semester),
Mon. & Wed. 1:00-2:30

WWS 537/SOC 537 The Social Organization of Cities
D. Massey, TBA

WWS 571b/SOC 577 Topics in Development: Globalization and its Policy Implications
M. Centeno, TBA

2.4 Tentative Course Offerings, Spring 2006

SOC 101 The Sociological Perspective
P. Fernandez-Kelly TTH 10:00-10:50am

SOC 221 Inequality: Class, Race and Gender
M. Small MW 1:30-2:20pm

SOC 222 The Sociology of Crime and Punishment
D. Pager TTH 2:30-3:20pm

SOC 241 The Social Basis of Individual Behavior
H. Taylor TTH 1:30-2:20pm

SOC 301 Sociological Research Methods
S. Lynch MW 11:00-11:50am

SOC305 Central Asia: History, Society, Politics
L. Adams MW 3:00-4:20pm

SOC 317 Globalization of Culture
L. Adams MW 10:00-10:50am

SOC 318/
EPS 318 Contrasts in Europe
M. Cardim TTH 3:30-4:20pm

SOC 364 Sociology of Medicine
E. Armstrong TTH 11:00-11:50am

AAS 391/SOC 391 Race, Class and Intelligence in America
H. Taylor W 1:30-3:20pm

POL 357/SOC 357/HLS 357 Social Movements, Revolutions, and Contentious Politics
N Loizides TTH 12:30-1:20pm

WWS 402f Policy Task Force
D. Massey

Graduate Courses That May Be Of Interest

SOC 502 Contemporary Sociological Theory
P. DiMaggio W 9:00-12:00 165 Wallace Hall

SOC 504 Social Statistics
S. Lynch TTH 10:30-12:00 165 Wallace Hall

- SOC 510c Selected Topics in Social Structure: Race and Ethnicity
D. Pager T 6:00-9:00pm 190 Wallace Hall
(Meets during the first half of the semester.)
- SOC 510s Selected Topics in Social Structure: Political Sociology of Advanced Societies
P. Starr T 2:30-5:30pm 190 Wallace Hall
(Meets during the first half of the semester.)
- SOC 510y Selected Topics in Social Structure: Inequality and Culture
M. Small W 6:00-9:00pm 190 Wallace Hall
(Meets during the first half of the semester.)
- SOC 521 Religion and Public Life
R. Wuthnow W 12:00-1:30pm 5 Ivy Lane
- SOC 530m Selected Topics in Social Processes: Cultural Analysis
M. Small W 6:00-9:00pm 190 Wallace Hall
(Meets during the second half of the semester.)
- SOC 530q Selected Topics in Social Processes: Organizations
M. Ruef T 2:30-5:30pm 190 Wallace Hall
(Meets during the second half of the semester.)
- SOC 550 Research Seminar in Empirical Investigation
M. Ruef W 2:30-5:30pm 190 Wallace Hall
- SOC 570c Selected Topics in Ethnographic Methods: Fieldwork Methods: Nuts and Bolts in
Ethnographic Research
P. Fernandez-Kelly TH 2:30-5:30pm 190 Wallace Hall
(Meets during the first half of the semester.)
- SOC 570d Selected Topics in Ethnographic Methods: Ethnographic Analysis and Writing
M. Duneier Monday Evening, Time: TBA 190 Wallace Hall
(Meets during the second half of the semester.)
- ECON 572/SOC 572 Research Methods in Demography
German Rodriguez MW 4:30-6:00pm 290 Wallace Hall
- WWS 528c Domestic Policy Analysis: Inequality and Urban Poverty: Social Issues, Policy
Options
K. Newman & A. Shorris T 1:30-4:30pm
- WWS 594e Policy Analysis: International Migration and Public Policy
D. Massey M 1:00-4:00pm
(Meets during the first half of the semester.)

WWS 594f Policy Analysis: Immigration, Ethnicity and Public Policy
A. Portes TH 1:30-4:30pm 190 Wallace Hall
(Meets during the second half of the semester.)

PART II. INFORMATION FOR SOCIOLOGY MAJORS

3. Structure of the Curriculum

3.1 General Information

The departmental major has been designed to provide a coherent intellectual experience that is both rigorous and responsive to diverse scholarly interests and career goals. The curriculum consists of (1) recommended prerequisites, (2) required departmental courses, (3) a junior paper, and (4) a senior thesis, followed by an oral examination on the thesis and a poster presentation. Please note that the *Handbook* material you are now reading may have been updated more recently than the *Undergraduate Announcement*. In cases where the two publications provide conflicting information, follow this *Handbook*.

3.2 Prerequisites for the Major

3.21 Prerequisites and Requirements for Sociology

Students who intend to declare Sociology as their major must, under normal circumstances, complete two Sociology courses before the end of their sophomore year. One of these should be SOC 101 (The Sociological Perspective: Patterns of Social Behavior); otherwise, a 200-level course must substitute for 101. In general, prerequisites count toward the number of departmental courses required for the major. Students who are considering a major in Sociology must not designate these courses as P/D/F. Freshmen Seminars taught by Sociology faculty may be counted as one of the two courses needed to enter the department, but they will *not* count toward the nine departmentals required for graduation. Under unusual circumstances, students may be admitted to the department if they have taken fewer than the two required Sociology courses by the beginning of their junior year. In this case, however, students must be able to demonstrate a commitment to Sociology and usually should have taken other closely related social science courses outside the department.

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

- (1) Complete a minimum of nine (9) departmental (including cognate) courses. SOC 101 (The Sociological Perspective); SOC 300 (Claims and Evidence in Sociology); SOC 301 (Sociological Research Methods) and SOC 302 (Sociological Theory) are *required* of all majors and should be completed by the end of the junior year. Sociology courses taken prior to the junior year count toward the nine required courses. Students may also include among these nine courses two cognate courses, which are defined as courses in other departments that are directly related to a student's sociological interests. To be included as part of one's departmental program, cognates must be pre-approved by the Departmental Representative.

In addition to Sociology 101, Sociology 300, Sociology 301, and Sociology 302, students are required to take at least one course in two of the three 200-level course groupings, and at least one additional course at the 300-level or higher (including graduate courses) in order to graduate. See section 3.3 for the 200-level groupings.

- (2) Complete a single junior paper and receive a passing grade (D or better), usually 35-40 pages in length, due the end of April.
- (3) Complete a senior thesis, and receive a passing grade (C or better), typically 75-100 pages in length, due the end of April.
- (4) Take an oral examination on the senior thesis and receive a passing grade (C or better).
- (5) Prepare a professional poster describing senior thesis results presented during the oral examination and Class Day.

3.22 General Distribution Requirements

Students must fulfill the university's general distribution requirements as well as those in sociology. Candidates for the A.B. degree must successfully complete one course in Epistemology and Cognition (EC); one course in Ethical Thought and Moral Values (EM); one course in Historical Analysis (HA); two courses in Literature and the Arts (LA); one course in Quantitative Reasoning (QR); two courses with laboratory in Science and Technology (ST); and two courses in Social Analysis (SA). Candidates for the BSE degree must complete a minimum of seven humanities and social science courses, among which they will be required to take one course in four of the following five distribution areas: EC, EM, HA, LA, and SA. Most courses in Sociology contribute to satisfying the SA distribution area requirement, and some fulfill the requirement for HA, QR, or EC. The *Undergraduate Announcement* contains further information on the distribution requirements as well as the writing and language requirements.

3.3 200-Level Groupings

Students are required to complete at least one course in two of the three following 200-level groupings.

I. Individual and Group Behavior

- SOC 200 (Culture, Social Structure and Individual Experience)
- SOC 214 (Creativity, Innovation and Society)
- SOC 223 (Deviance and Social Control)
- SOC 241 (The Social Basis of Individual Behavior)

II. Social Institutions

- SOC 201 (American Society and Politics)
- SOC 221 (Inequality: Class, Race, and Gender)
- SOC 222 (The Sociology of Crime and Punishment)
- SOC 225 (Sex, Sexuality, and Gender)
- SOC 227 (Race and Ethnicity)
- SOC 240 (Family and Kinship)

III. Macro, Comparative, Historical Change

SOC 210 (Urban Sociology: The City and Social Change in the Americas)
SOC 245 (Social Change: Modernization and Revolution)
SOC 248 (Modern Mexican Society)
SOC 250 (The Western Way of War)

3.4 Cognates

Students may include as part of their departmental requirements up to two cognate courses – courses in other departments that are related to a student’s sociological training. The student must obtain approval, upon submission of a course syllabus, from the Departmental Representative to designate a course as a cognate. The Departmental Representative may determine that a program including two or three cognates does not provide sufficient depth in Sociology and may require that a student take additional courses in Sociology. Once designated as cognates, courses will be treated exactly as departmental courses. Grades from cognates will be included in calculations to determine whether a student qualifies for departmental honors. Students cannot reverse the designation of a course as a cognate.

3.5 Taking Six-Week Graduate Courses and Receiving Credit from the Registrar

For undergraduates interested in taking a sociology graduate mini seminar (half-semester course), special arrangements need to be made to receive credit for the course. First, the student should talk to the faculty member teaching the mini seminar and gain their permission to join the mini seminar. Second, the student needs to speak to Dean Howard Dobin in the Dean of the College's Office (ext. 8-3040, West College). With the faculty member and the Dean's approval, the student will propose a reading course that includes participation in the mini seminar and some sustained contact for the rest of the semester (through weekly meetings, preparation of written materials by the student, and feedback from the faculty member). The proposal then needs to be signed by the faculty member, student, departmental representative, and the chair of the department and filed with the department, the Dean of the College's office, and the registrar. Finally, the faculty will award a letter grade to the student for the reading course. The sustained contact proposed in the reading course could occur prior to or following the mini seminar. In the case of the former, the content of the reading course could serve to prepare the student for the mini seminar. In the case of the latter, the content of the reading course could be tailored allowing the student more time to complete the written requirements of the mini seminar.

Alternatively, undergraduates may sign-up for two, back-to-back mini-seminars with the approval of the faculty members for each mini-seminar. The two courses could be treated as one reading course with a course grade agreed upon by the two faculty members. Again, a proposal needs to be pre-approved by the Departmental Representative and Dean Howard Dobin (ext. 8-3040) in the Dean of the College's office. A signed proposal (by the faculty members, student, departmental representative and the chair of the department) would then be filed with the department, the Dean of the College office, and the registrar.

An undergraduate may take a half-term graduate course if he/she does not need the course credit. The course will appear on the transcript with the credit hours listed as 2. Full-semester

courses are 4 credit hours. The student should understand that the half-term course will not count toward the 31 courses required for the A.B.

3.6 Research Skills

Depending on students' needs and interests, Sociology majors are strongly encouraged to strengthen their research skills beyond the level required in SOC 301. This advice applies with even greater force to students who are contemplating graduate study in Sociology. Some students will want to pursue advanced training in applied statistics (including multiple regression analysis with applications to several different types of dependent variables). Others may find that additional training in qualitative research methods best meets their needs. Either way, a deeper understanding of alternative methods of analysis will pave the way for a rigorous and sophisticated Senior Thesis in which original analysis of empirical data is a requirement. Sociology faculty teach two of the advanced methods courses that students are strongly encouraged to take in the spring of their junior year or fall of their senior year. SOC 404 is taught by Professor Western and is a social statistics course. WWS 513 is taught by Professor Patricia Fernandez-Kelly and is a qualitative methods course. SOC 404 is usually offered in the fall and WWS 513 is offered in the spring.

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

Probability and Statistics:

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

Applied Statistics/Econometrics (including regression analysis):

WWS 303 (Quantitative Analysis and Public Policy)--least intensive
POL 346 (Applied Quantitative Analysis)
ECO 302 (Econometrics)
ECO 312 (Econometrics: A Mathematical Approach) -- most intensive
[Note: ECO 302/312 offer the same subject at two different math levels]
SOC 504 (Social Statistics)
WWS 507b (Quantitative Analysis: Basic)
WWS 507c (Quantitative Analysis: Advanced)
[Note: WWS 507b,c cover the same material at two different math levels]

Qualitative Research Methods:

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

3.7 Study Abroad

Sociology welcomes students with international interests who wish to study abroad for one or two semesters. The department makes every effort to accommodate these students by making special arrangements for advising on independent work and by permitting them to take required courses out of sequence, either before or after the period of foreign study. Normally, at most two courses taken during a semester or a year abroad will count as departmentals. Such courses will need pre-approval from the Departmental Representative. The department recommends that students study abroad during their spring semester of the junior year, rather than fall semester of their junior year.

4. Independent Research

Princeton University requires all juniors and seniors to conduct independent research. Requirements differ across departments and by class standing. However, several guidelines and deadlines apply to both juniors and seniors. The general guidelines are presented first, followed by the specific requirements for the junior paper and senior thesis.

4.1 General Information on Independent Research

4.12 Basing Independent Work on Previous Work/Research

With the permission of their independent work advisors, students sometimes base independent work on course work, such as the term paper they write for Sociology 301. University and departmental rules are designed to assure that students do as much work as they would have done in the case of two separate projects.

4.13 Research Involving Human Subjects

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

Meeting Schedule for 2005-06

Not available at the time of this publication.

To obtain copies of the forms, instructions, and updated meeting schedule, please visit the IRP website: <http://www.princeton.edu/~orpa1/irp.htm>

4.14 Deadlines, Extensions, Penalties

(a) Final Deadline

Independent work is due no later than 4:00 p.m. on **Friday, April 21, 2006**. Students are also expected to abide by other interim departmental deadlines beginning on page 18.

(b) Extensions on Final Deadline

Extensions of independent work deadlines may be granted only under extraordinary (usually medical) circumstances by the Departmental Representative. Individual advisors cannot grant extensions. For extensions beyond Dean's date for independent work, which is Tuesday, May 9 for juniors, and Monday, May 8 for seniors, students must consult Dean Frank Ordiway (phone: 8-1998; email: ordiway@princeton.edu).

(c) Penalties

The grade on independent work submitted beyond the deadline will be reduced by one-third of a letter grade (e.g., A to A-) for every 48 hours (or fraction thereof) of unexcused lateness, weekend days included. The maximum penalty is two full letter grades.

4.15 Grading Criteria for Independent Work

Students will receive a single grade for their independent work based on the assessments of the advisor and a second reader. At the end of the year the students will be informed of their grade and provided with comments on their independent work.

Standards for the Grading of Independent Work

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

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

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

that is required for systematic coverage or will ignore important sources. Independent work in the B range should be clearly written and logically organized.

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

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

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

- D. To merit the grade of D, independent work must treat a non-trivial subject in sociology and must show evidence that its writer has some substantial knowledge about, and understanding of, that subject. Beyond that little can be said in praise of independent work in the D range.

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

4.2 Junior Independent Research

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

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

4.21 Form, Style, Length, Copies

(a) Form:

The Junior Paper must be typed double-spaced on 8 ½ x 11 unlined white paper. Submit **two** copies of the final paper to Cindy Gibson.

(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*, the flagship journal of the American Sociological Association. These guidelines are listed inside the front cover of any recent issue of ASR. A few examples follow, but you should consult ASR for details.

References follow the text in a section headed “REFERENCES.” All references used in the text must be listed in the reference section, and vice versa. In other words, the list of references should include only those works you actually cite in the text. Do not include items you may have read or consulted as background reading but did not actually use. Publication information for each must be complete and correct.

(1) To reference a book:

Agresti, Allen. 1984. *Analysis of Ordinal Categorical Data*. New York: John Wiley and Sons.

(2) To reference a chapter in a book, a journal article, or two articles by the same author(s) containing the same year of publication:

Lawler, Edward J. 1986. “Bilateral Deterrence and Conflict Spiral: A Theoretical Analysis.” Pp.107-30 in *Advances in Group Processes*, vol. 3, edited by E.J. Lawler. Greenwich, CT: JAI Press.

_____. 1992a. “Power Processes in Bargaining.” *Sociological Quarterly* 33: 17-34

(c) Length:

A serious treatment of most Junior Paper topics requires roughly 10,000 words, or 35-40 pages.

(d) Copies:

Two unbound copies of the Junior Paper should be submitted to Cindy Gibson (**4:00 p.m. on Friday, April 21**), 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.

4.3 Senior Independent Research

Senior independent work consists of completing a thesis that (a) explores the various theoretical approaches that have been used to explain a particular social phenomenon **and** (b) examines that phenomenon through secondary analysis of existing data and/or primary analysis of data collected by the student. Students whose thesis topics require advanced quantitative skills may acquire the necessary competence by enrolling in advanced statistics courses. Students who are contemplating collecting their own data will need the prior approval of the University’s Human Subjects Committee (see p. 12 of this Handbook).

Students are expected to work closely with their faculty thesis advisor. Regular meetings and regular production of written work will yield prompt, thorough, helpful feedback. If regular meetings are not occurring between student and advisor the student should contact the Departmental Representative as soon as possible.

4.31 Form, Style, Length, Copies

(a) Form:

The Senior Thesis must be typed double-spaced on 8 ½ x 11 unlined white paper. Students are required to submit **three** copies of their Senior Thesis. Two copies should be unbound and unstapled (please do not use bindings of any kind). The other should be bound according to the following specifications. The margin on the left side of the page shall be at least 1 and ¼ inches; on the right side, ¾ inch. The Princeton University Press and the Bureau of Student Aid (Thesis Binding Agency), as well as some commercial firms, offer binding services.

(b) Style:

The Manuscript Preparation Guidelines specified by the department for the Junior Paper extend also to the Senior Thesis.

In addition, the Senior Thesis must, without exception, include the following: (1) a cover label and a title page that conform to the models that follow this paragraph; (2) a detailed table of contents; (3) a complete list of the cited references; (4) adequate documentation of the content of the Thesis by footnotes or references to source material. Footnotes may be placed either at the end of each chapter or, preferably, at the bottom of each page, in either case remaining consistent throughout the Thesis; (5) pages that are numbered sequentially from beginning to end of the Thesis, starting with the title page and continuing through the body of the work and the bibliography and any appendices.

Sample Label on Cover

TITLE IN FULL

Author

Sample Title Page

AN ANALYSIS OF VOLUNTARY GROUPS
AMONG THE MIDDLE CLASS
OF PRINCETON

By

Jane Q. Doe

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

Department of Sociology
Princeton University

2005

(c) Length:

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

(d) Copies:

The signed original (bound) and two signed copies (unbound) must be delivered by the student to Cindy Gibson in the departmental office by the due date for Senior Theses **(4:00 p.m. on Friday, April 21)**. The student must also affix a label onto the outside cover of the bound copy which includes the title and author of the thesis. The bound copy and one unbound copy will be returned to you in late May.

In addition, each senior takes an oral examination based on the Senior Thesis and the broader subfield to which it contributes on May 17 and 18, 2006. In preparation for the oral examination each senior prepares a professional grade poster for presentation during the oral exam. Students are encouraged to visit Mudd Library to read prize winning theses in order to get a sense of the quality and quantity of work expected.

4.4 Timeline and Deadlines

Month	Date	Brief Description of Materials Due
October	7	Deadline for choosing an advisor. Submit form to Cindy Gibson.
December	2*	Deadline for seniors to submit 5-page prospectus to Cindy Gibson. Deadline to request first round of funding from the Department. Submit form from end of Handbook to Cindy Gibson.
January	17	Deadline for juniors to submit integrated draft to your preceptor in Soc. 300. NOTE: This is Dean's Date. Extensions will not be granted.
February	10*	Deadline for seniors to submit partial draft of independent work to Cindy Gibson. Deadline to request second round of funding from the Department. Submit form from end of Handbook to Cindy Gibson.
March	17*	Deadline to submit full draft of independent work (juniors and seniors) to Cindy Gibson by 4:00pm.
April	21**	Deadline to submit final version of independent work (juniors and seniors) to Cindy Gibson by 4:00pm.
May	17-18	Senior Thesis Exams and Posters

***UNLESS AN EXTENSION HAS BEEN GRANTED BY THE DEPARTMENTAL REPRESENTATIVE, STUDENTS WHO FAIL TO TURN IN THEIR WRITTEN WORK BY THE PRESCRIBED DUE DATE WILL BE PENALIZED ONE-THIRD OF A LETTER GRADE ON THEIR FINAL INDEPENDENT-WORK GRADE.**

****STUDENTS WHO FAIL TO TURN IN THEIR FINAL WRITTEN WORK BY APRIL 21 WILL BE PENALIZED ONE-THIRD OF A LETTER GRADE FOR EVERY 48 HOURS (OR FRACTION THEREOF) OF UNEXCUSED LATENESS, WEEKEND DAYS INCLUDED.**

OCTOBER 7: CHOOSING AN ADVISOR

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

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

DECEMBER 2 ANNOTATED BIBLIOGRAPHY AND OUTLINE DUE

Seniors, submit the following to Cindy Gibson: a 5-page prospectus including an outline, bibliography, summary of your sociological research question and its significance, and your hypotheses. This progress report should also include a preliminary title for your independent work.

DECEMBER 2: DEADLINE FOR FIRST ROUND OF DEPARTMENTAL FUNDING REQUESTS

If you anticipate needing funds to cover research costs you may apply to the Department after first applying to University-wide funding sources (see Section 6). Resources are quite limited, and grants do not typically exceed \$100. Submit Form B included at the back of this *Handbook* to Cindy Gibson.

JANUARY 17: DEADLINE FOR JUNIORS TO SUBMIT INTEGRATED DRAFT

Juniors, submit the following to your preceptor in Soc. 300: an integrated draft that includes the introduction, statement of the problem, strategic literature review, research approach/methods and data analysis plan. This assignment covers all except the data analysis, interpretation of results, and conclusion of the junior paper. **NOTE: This is Dean's Date. Extensions will not be granted.**

FEBRUARY 10: PARTIAL DRAFTS DUE

Seniors submit their first two chapters and a two-page report on data analysis to Cindy Gibson.

FEBRUARY 10: DEADLINE FOR SECOND ROUND OF DEPARTMENTAL FUNDING REQUESTS

If Departmental funds remain, we will consider new requests at this time. Submit Form B to Cindy Gibson.

MARCH 17: FIRST DRAFT OF COMPLETE INDEPENDENT WORK

Submit a full first draft of your independent work to Cindy Gibson, who will forward the draft to your advisor for comments. You should receive written comments on this draft.

APRIL 21: FINAL DRAFT OF INDEPENDENT WORK DUE

Juniors submit two copies of the final paper to Cindy Gibson. See Section 4.21 for more information.

Seniors submit one bound copy and two unbound copies to Cindy Gibson. See Section 4.31 for more information.

Be sure to include and sign the pledge. Independent work should be submitted to Cindy Gibson in Room 106 Wallace Hall no later than 4:00 p.m. on Friday, April 21, 2005. **Separate penalties apply for failing to meet this deadline. Refer to Section 4.4, page 18, for penalties for turning in independent work after the deadline.**

FOR SENIORS: MAY 17 AND MAY 18: DEPARTMENTAL EXAMINATIONS AND POSTERS

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

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

5. Resources for Research

Students must consult with advisors and engage in library research to learn which sociological literatures are relevant to their topics. After consulting with advisors, students should examine the sources listed below. Ask at the desk at the Social Science Reference Center (SSRC), A floor of Firestone Library, where to find these sources.

- Encyclopedia of Sociology*. Call number HM17.E5.1992; available in SSRC. This four volume encyclopedia is helpful in orienting students toward the major sociological questions. The encyclopedia includes short, manageable entries on various sociological topics.
- International Encyclopedia of Sociology*, edited by Frank N. Magill. Two volumes, 1573 pp. Call number HM17.I573.1995.
- Handbook of Sociology*, ed. Neil Smelser (Newbury Park, Calif: Sage, 1988). Call number HM51.H249.1988. This volume includes approximately twenty-five informative summaries of the research findings and dominant paradigms in various sociological subfields. Some of the entries in this volume may be dated and should be supplemented with more recent sources (e.g. *Annual Review of Sociology*).
- Sociological Abstracts*. Contains brief summaries of sociological articles published in scholarly journals. It is published annually. To use SA, start with the subject index.

Choosing the proper subject headings is often the most difficult part of a literature search. Experiment with different possibilities; often the problem is that students choose overly narrow categories. Subject headings will list the coded numbers of articles, which you can find in the same volume. For further assistance, see the "User's Guide" in the beginning of each volume. Because each volume covers only a relatively short time period, you may need to look through many volumes.

- Sociofile*. This is a database on CD-Rom (a compact disk) that includes much the same information, available in *Sociological Abstracts* for the last 15 or 20 years. Sociofile is initially more difficult to learn, but once you've mastered a few simple commands, it is a valuable resource that will save you time. Ask at the desk at the Social Science Reference Center for assistance in using Sociofile. SSRC provides a leaflet with instructions for the use of Sociofile. Note that it can be accessed in the Psychology Library on the first floor of Green Hall.
- Social Science Citation Index (SSCI)* is an index to all social science journals, published annually and supplemented with 5-year compilations. It organizes information three ways: by subject, by source (i.e., by the names of authors and titles), and by citation (i.e., listing a source and then listing other works that have cited that source). To begin, look under the "subject index" for all listings that may be useful to you. Under each subject will be listed various authors. Look up those authors in the "source index" to obtain the full bibliographic information for sources related to your subject. The small type list under source entries is a list of books and articles that the author cited. For recent years, Sociofile provides the same information as SSCI and it is faster to use. However, for articles written before the 1970s, SSCI is most valuable.
- Annual Review of Sociology*. Each year, this volume includes about fifteen articles reviewing the literature in particular sociological subfields. Students should examine the contents of this annual publication, going back at least ten years, and read relevant articles. *Annual Review* articles can give a very good sense of the relevant issues and the citations necessary to help you start to research a particular topic.
- Lexis/Nexis*. Lexis/Nexis is a computer database that includes the full text of newspaper and journal articles. It is available through the library's electronic gateway. Lexis includes course decisions and other legal materials and is a standard research tool of people working in law and the sociology of law. Nexis includes the text from many newspapers and other publications.
- Expanded Academic Index (EAI)*. The EAI contains bibliographic information for articles in scholarly journals and, in some cases, full text of articles. Access EAI through the library's electronic gateway.
- Office of Population Research (OPR)*. The Office of Population Research, located on the second floor of Wallace Hall, contains the finest demographic library in the world. Students who are planning to do their independent work on a population-related topic should visit the OPR library (in the lower level of the building) and speak with the Head Librarian for assistance.

--*Web Resources* include:

Sociology Department Links – <http://sociology.princeton.edu/links/links.php> -- exhaustive set of resources for sociologists.

JSTOR – www.JSTOR.ORG – permits full text searches of *American Sociological Review*, *Annual Review of Sociology*, *American Journal of Sociology*, and other social science journals.

Public Agenda Online – www.publicagenda.org – contains current information on 20 key public policy issues. Some examples include alcohol abuse, crime, education, the family, health care, immigration, and race. Varying perspectives on every issue are covered. There are statistics and analyses of recent public opinion polls, as well as links to other resources. This is a good way to become acquainted with the issues in an area, but do not conduct your independent work research from this basis alone!

Other References – www.princeton.edu/~jachurch/main.html – excellent collection of policy relevant information and web sites.

6. Financial Support for Independent Work

6.1 Support for Juniors

To apply for departmental funds to support Junior Paper research, use Form B in this *Handbook*.

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

6.2 Support for Seniors

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

(1) Senior Thesis Fund

Administered by the Office of the Dean of the College. They send out information in early October and have a due date of early November. Sometimes, if there are funds

remaining, they have an additional round of applications later in the year. Applications and instructions can be obtained from 408 West College or off the World Wide Web (<http://www.princeton.edu/~odoc/thesisapp.html>).

(2) Fred Fox '39 Fund

Contact Susan Van Doren, Office of Religious Life, Room 27, Murray-Dodge, x8-3042. Deadline: Usually December 1 and mid-March.

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

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

(4) Class of 1984 Memorial Fund

Contact Helen M-S Mazarakis '84, 222 N. Mountain Ave., Montclair, NJ 07042. Phone: 973-783-4349, email: hmazarakis@comcast.net. Application form is available at Maclean House. Deadline: Usually mid-November, but check the Alumni Council's website listed above.

(5) Class of 1955 Fund and Roundtable Fund

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

(6) Class of 1991 Fund

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

(7) Woodrow Wilson School

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

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

7. Graduation Requirements, Honors, Prizes

7.1 Departmental Graduation Requirements

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

- (1) Achieve a passing grade for:
 - (a) Sociology 101
 - (b) Sociology 300
 - (c) Sociology 301
 - (d) Sociology 302
 - (e) Junior Independent Work
 - (f) Senior Independent Work
 - (g) The Departmental Oral Examination

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

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

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

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

7.2 Departmental Honors

The Sociology Department, like other departments in the University, awards honors, high honors, and highest honors to graduating seniors. The selection of students for honors is determined on the basis of the following components and weights.

Senior Independent Work	30%
Senior Departmental Examination	5%
Junior Independent Work	15%
Departmental and Cognate Courses	50%

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

7.3 Departmental Prizes

- (1) The Sociology Department's Isidore Brown Prizes are awarded to:
 - (a) The student achieving the highest ranking among all seniors awarded highest honors (\$300);
 - (b) The student submitting the best Senior Thesis (\$1,000).

These awards may be shared.

- (2) The Sociology Department's Lisa N. Bryant Award honors the graduating Sociology major whose contributions to the community and to scholarship best exemplify the qualities represented in the life of Lisa N. Bryant '93. Ms. Bryant demonstrated a strong commitment to the welfare of others and an application of sociological knowledge to the analysis of social needs. Faculty and students in the department are invited to make nominations during the Spring semester (book and \$300).
- (3) Under the Sociology Department, The Center for Migration and Development awards a prize to the best senior thesis in the fields of migration and development (\$300). For more information, contact Nancy Doolan, 179 Wallace Hall; phone: 8-3612; email: ndoolan@princeton.edu.

8. FACULTY

ALEJANDRO PORTES, Chair, Ph.D., University of Wisconsin: Madison: Immigration and Ethnicity, National Development, Urbanization, Economic Sociology [188 Wallace Hall, port44@princeton.edu, 8-4436]. <http://opr.princeton.edu/faculty/page.asp?id=aportes>

Professor Portes has published on immigration, economic sociology, and international development. His most recent book is *Legacies: The Story of the Immigrant Second Generation* (with R. G. Rumbaut), published by the University of California Press (2001) and which was selected for the 2002 Distinguished Publication Award by The American Sociological Association. His book *City on the Edge, the Transformation of Miami* (with A. Stepick) also won prizes as the best book in urban sociology and in urban anthropology in 1995. He has recently completed a 10-year longitudinal study of the immigrant second generation and a comparative study of transnational communities in Latin America and the United States. Results of his study on immigrant transnationalism appeared in the April 2002 issue of *The American Sociological Review*. Professor Portes is a past president of The American Sociological Association (1998-99), a fellow of the American Academy of Arts and Sciences, and a member of the National Academy of Sciences.

Sample publications:

With Lingxin Hao, "The Schooling of Children of Immigrants: Contextual Effects on the Educational Attainment of the Second Generation," *Proceedings of the National Academy of Sciences* 101 (August): 11920-11927.

With Luis E. Guarnizo and William Haller, "Assimilation and Transnationalism: Determinants of Transnational Political Action among Contemporary Migrants," *American Journal of Sociology* 108 (May): 1211-1248.

With Kelly Hoffman, "Latin American Class Structures: Their Composition and Change during the Neoliberal Era," *Latin American Research Review* 38 (February): 41-82. .

With Josh DeWind, "A Cross-Atlantic Dialogue: The Progress of Research and Theory in the Study of International Migration," *International Migration Review* 38 (Fall 2004): 828-851.

ELIZABETH M. ARMSTRONG, Ph.D., University of Pennsylvania: Sociology of Medicine, Social Problems, Health Policy, and the History of Medicine and Public Health [253 Wallace Hall, ema@princeton.edu, 8-6981]. <http://opr.princeton.edu/faculty/page.asp?id=ema>

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, Ph.D., Yale: Political Sociology, Latin American Society, Organizations [116 Bendheim Hall, cenmiga@princeton.edu, 8-4452]. <http://www.princeton.edu/~cenmiga>

Professor Centeno, Director of the Princeton Institute for International and Regional Studies and Professor of Sociology and International Affairs, WWS, was also Master of Wilson College from 1997-2004. He is interested in political sociology and social change. He is the author of *Democracy within Reason: Technocratic Revolution in Mexico* and *Blood and Debt: War and the Nation State in Latin America* among other works. He is also the editor of *Towards a New Cuba* and *The Politics of Expertise in Latin America*, *The Other Mirror: Comparative Theory Through A Latin American Lens* (ed. with F. Lopez-Alves); and *Mapping the Global Web* (ed. with E. Hargittai).

Sample publications:

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

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

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

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

PAUL J. DIMAGGIO, Ph.D., Harvard: Sociology of Culture, Economic Sociology, Organizations [118 Wallace Hall, dimaggio@princeton.edu, 8-1971]. http://www.princeton.edu/~sociolog/faculty_directory/dimaggio.html

Professor DiMaggio has written widely on organizational analysis and the sociology of culture. Among the several books he has written or edited are *The New Institutionalism in Organizational Analysis*; *Race, Ethnicity and Participation in the Arts*; and *The 21st-Century Firm: Changing Economic Organization in International Perspective*. His interests include the sociology of art and culture, social stratification, economic sociology, complex organizations, and the social implications

of technology. He is research coordinator for the Princeton Center for Arts and Cultural Policy Studies and is involved in research on cultural contention in the United States, participation in the arts, and inequality of access to new digital technologies.

Sample publications:

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

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

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

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

Professor Mitchell Duneier works in the traditions of the Chicago School of Sociology. He is the author of two urban ethnographies: *Sidewalk* and *Slim's Table*. The 4th edition of *Introduction to Sociology* (with Anthony Giddens and Richard P. Appelbaum) was published in 2003. His research interests include social interaction, poverty, inequality, and urban sociology. Among the classes he teaches are a new freshman seminar on the ghetto, a graduate seminar on ethnography, and survey courses on race and ethnicity and introductory sociology. *Sidewalk* received the 2000 C. Wright Mills Award of the Society for the Study of Social Problems. His first book, *Slim's Table*, received the 1994 Distinguished Scholarly Publication Award of the American Sociological Association.

Sample publications:

Sidewalk. New York: Farrar, Straus, & Giroux (November 1999); Second printing May, 2000; Paperback, October 2000.

Introduction to Sociology, Third Edition, with Anthony Giddens, eds. (New York: W.W. Norton, 1999).

With Harvey Molotch, lead article, "Talking City Trouble: Interactional Vandalism, Social Inequality, and the Urban Interaction Problem," *American Journal of Sociology*, 104, 5:1263-95 (March 1999).

Slim's Table: Race, Respectability and Masculinity (Chicago: University of Chicago Press 1992); Sixth printing, 1999.

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

Professor Espenshade is a social demographer whose research focuses on diversity in higher education. He is directing the National Study of College Experience, a multi-institution collaborative study whose purpose is to better understand how courses, activities, social networks, and people's backgrounds affect their experiences in applying to and attending academically selective colleges and universities in the United States. He is also working with other Princeton University faculty and administrative colleagues directing the Campus Life in America Student Survey (CLASS) with support from the Ford Foundation. This study has three aims: (1) to measure the extent of American college students' engagement with diversity experience while in school, (2) to assess their level of satisfaction with these experiences, and (3) to evaluate what university administrators can do from a policy and programmatic standpoint to maximize the educational benefits of diversity. Data have been collected from more than 12,000 freshmen and returning juniors in the fall of 2004. These data will be combined with quantitative and qualitative institutional data in a multi-university analysis. He is author or editor of *The International Migration of the Highly Skilled: Demand, Supply, and Development Consequences in Sending and Receiving Countries* (2001), *High-Skilled Migration*, special issue of *Population Research and Policy Review* (2001), and *Keys to Successful Immigration: Implications of the New Jersey Experience* (1997).

Sample publications:

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

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

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

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

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

Professor Fernandez-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 last twenty-five years. 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 the forthcoming, *Out of the Shadows: Political Action and the Informal Economy in Latin America*. She is currently completing a book-length manuscript entitled *The Hero's Fight: Survival and Endurance in West Baltimore*. Her latest projects include ethnographic research on immigrant children and on views of power, subordination and morality among inmates in a maximum-security prison.

Sample publications:

With Alejandro Portes, "Subversion and Compliance in Transnational Communities," S. Eckstein and T.P. Wickham-Crowley, *Struggles for Social rights in Latin America* (New York: Routledge 2003).

With S. Curran, "Nicaraguans: Voices Lost, Voices Found." R. Rumbaut and A. Portes (eds.), *Ethnicities* (Berkeley: University of California Press, 2000).

"Delicate Transactions: Gender, Home and Employment among Hispanic Women," M. Baca Zinn, P. Hondagneu-Sotelo and M.A. Messner (eds.), *Gender Through the Prism of Difference*. (Boston: Allyn and Bacon, 2000).

"The Politics of Work and Family Among Hispanic Garment Workers in California and Florida," M. Romero, P. Hondagneu-Sotelo, and V. Ortiz (eds.), *Challenging Frontiers: Structuring Latina and Latino Lives in the U.S.* (New York: Routledge Press, 1997).

JOSHUA R. GOLDSTEIN, Ph.D., Berkeley: Demography, Race and Ethnicity, the Family, Quantitative Methods [OPR, 257 Wallace Hall, josh@princeton.edu, 8-5513].

<http://lotka.princeton.edu/~josh>

On leave, AY2005-06

Professor Goldstein specializes in demography. He is interested in the demography of the family and in race and ethnicity. He is co-editor of *Spotlight on Heterogeneity: An Assessment of the Federal Standards for Race and Ethnicity Classification*. He is currently working on racial and ethnic intermarriage and the racial future of the United States.

Sample publications:

With A. Morning, "The Multiple-Race Population of the United States: Issues and Estimates," *Proceedings of the National Academy of Sciences* 97 (11): 6230-35, May 23, 2000.

With J. Warren, "Socio-Economic Reach and Heterogeneity in the Extended Family: Contours and Consequences," *Social Science Research* 29 (3): 382-404, September 2000.

With W. Schlag, "Longer Life and Population Growth," *Population and Development Review* 25 (4): 741-47, December 1999.

SCOTT M. LYNCH, Ph.D., Duke University: Demography of Aging, Social Epidemiology, Statistical Methodology [114 Wallace Hall, slynch@princeton.edu, 8-7255].

<http://www.princeton.edu/~slynch>

Professor Lynch has interests in health and mortality demography and Bayesian statistics. In general, his current research focuses on (1) socioeconomic and race differences in health across the life course and across birth cohorts, (2) gender and other social factor differences in the relationship between stress, social support, and both physical and mental health in later life, (3)

demographic differences in disease, disability, and mortality in old age, and (4) Bayesian statistical methods for generating multi-state life tables to answer sociological questions regarding healthy life expectancy. A sample of some of his publications in these areas includes:

Sample Publications:

Introduction to Applied Bayesian Statistics and Estimation for Social Scientists. Springer.
(forthcoming).

With J. Scott Brown, "A New Approach to Estimating Life Tables with Covariates and Constructing Interval Estimates of Life Table Quantities," *Sociological Methodology*.
(forthcoming).

J. Scott Brown, "Race, Ethnicity, and Aging," *Encyclopedia of Health and Aging*, Sage,
(forthcoming).

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

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

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

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

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, and Latin America. He is the author, most recently, of *Return of the L-Word: A Liberal Vision for the New Century* (Princeton University Press, 2005), and *Strangers in a Strange Land: Humans in an Urbanizing World* (Norton, 2005). He is a member of the National Academy of Sciences, the American Academy of Arts and Sciences, and the American Philosophical Society. He is President of the American Academy of Political and Social Sciences and past president of the American Sociological Association and the Population Association of America.

Sample publications:

With J. Edward Taylor, *International Migration: Prospects and Policies*, (Oxford: Oxford University Press, 2005).

With Jorge Durand, *Crossing the Border: Research from the Mexican Migration Project* (New York: Russell Sage Foundation, 2004).

“Self-Selection, Earnings, and Out-Migration: A Longitudinal Study of Immigrants to Germany,” with Amelie Constant, *Journal of Population Economics* 16: 630-533, 2003.

With Camille Charles, Mary Fischer, and Garvey Lundy, *Source of the River: The Social Origins of Freshmen at America's Selected Colleges and Universities* (Princeton: Princeton University Press, 2003).

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

SARA MCLANAHAN, Ph.D., University of Texas: Inequality, Family Demography, and Social Policy. Director of Bendheim-Thoman Center for Research on Child Wellbeing. [OPR, 265 Wallace Hall, mclanaha@opr.princeton.edu, 8-4875]. <http://crcw.princeton.edu/mclanahan>
On leave, AY2005-06

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

Sample publications:

With Maureen Waller “‘His’ and ‘Her’ Marriage Expectations: Determinants and Consequences,” *Journal of Marriage and Family*, 67: 53-67, 2005.

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

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

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

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

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

KATHERINE NEWMAN, Ph.D., California-Berkeley: Work and Mobility, Urban Culture, and Ethnography [151 Wallace Hall, knewman@princeton.edu].

Professor Newman joined the Princeton faculty in 2004 with a joint appointment in Sociology and the Woodrow Wilson School. She has previously taught at Harvard, Columbia, and the University of California, Berkeley. Her interests lie in the qualitative study of social stratification, with a special emphasis on the cultural meaning of mobility, work, poverty, and violence. She recently finished "Chutes and Ladders: Navigating the Low Wage Labor Market," which completes her eight year study of African American and Latino workers at the bottom of the occupational hierarchy. Her recent publications include *Rampage: The Social Roots of School Shootings* (2004), *A Different Shade of Gray: Mid Life and Beyond in the Inner City* (2003), *No Shame in My Game: The Working Poor in the Inner City* (1999), *Falling From Grace: Downward Mobility in the Age of Affluence* (2nd edition, 1999), and *Declining Fortunes: The Withering of the American Dream* (1993).

Sample Publications:

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

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

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

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

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

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

Sample Publications:

"Walking the Talk: What Employers Say vs What They Do," with Lincoln Quillian, *American Sociological Review* 70(3): 355-380, 2005.

"The Mark of a Criminal Record," *American Journal of Sociology* 108(5): 937-975, 2003.

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

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

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

On leave, AY2005-06

Professor Rozman is interested in comparisons and mutual perceptions of societies and has conducted research on such issues in China, Japan, Korea, and Russia. Other research includes macrosociological comparisons of modernization and premodern urban development, and comparisons of Japan and the United States, or, more broadly, East Asian and Western paths of development. He has written and edited many books, including *The East Asian Region*, *Japan's Response to the Gorbachev Era*, and *Dismantling Communism*.

Sample publications:

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

“The Geopolitics of the North Korean Nuclear Crisis,” *Strategic Asia* 2003-04 (Seattle: The National Bureau of Asian Research, 2003).

Japan's North Korean Initiative and U.S.-Japanese Relations,” *Orbis* 47(3), Summer 2003, p. 527-39.

“Sino-Japanese Relations: Mutual Images and the Balance between Globalization and Regionalism,” *Woodrow Wilson International Center, Asia Program Special Report 113*, July 2003, pp. 8-13.

“Russian Foreign Policy in Northeast Asia,” Sam Kim (ed.), *The International Relations of Northeast Asia* (Rowan & Littlefield, 2003), pp. 201-24.

“Japan's Quest for a Great Power Identity.” *Orbis* 46(1) (Winter 2002): 73-91.

“China's Changing Images of Japan 1989-2001: The Struggle to Balance Partnership and Rivalry,” *International Relations of the Asia-Pacific* (Winter 2002): 95-129.

“Japan and South Korea: Should the U.S. Be Worried About Their New Spat in 2001?” *Pacific Review* 15(1) (2002): 1-28.

MARTIN RUEF, Ph.D., Stanford: Formal and Complex Organizations, Social Networks, Economy and Society [122 Wallace Hall, mruef@princeton.edu].

Professor Ruef has research and teaching interests in organizational theory, economic sociology, network analysis, and the sociology of culture. His current work addresses the social context of entrepreneurship, from both a contemporary and historical perspective. He has also written on the postbellum transformation of the American South and the history of the U.S. healthcare field. His

book on *Institutional Change and Healthcare Organizations* (2000, co-authored with W. Richard Scott, Peter Mendel, and Carol Caronna) won the Max Weber prize from the American Sociological Association's section on Organization, Occupations, and Work. His new book, *Organizations Evolving* (2006, co-authored with Howard Aldrich), will be published by Sage next year.

Sample Publications:

Organizations Evolving (Sage Publications, 2006), forthcoming.

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

“Legacies of American Slavery: Status Attainment among Southern Blacks following Emancipation,” *Social Forces*, 2003.

“The Structure of Founding Teams,” *American Sociological Review*, 2003.

“The Emergence of Organizational Forms,” *American Journal of Sociology*, 2000.

MARIO LUIS SMALL, Ph.D., Harvard: Urban Poverty, Immigrants, Inequality and Culture [145 Wallace Hall, msmall@princeton.edu, 8-6970].

Professor Small has interests in urban poverty, social capital, neighborhood institutions, higher education, and culture. His research involves both quantitative and ethnographic methods. His book, *Villa Victoria: The Transformation of Social Capital in a Boston Barrio*, was recently published by the University of Chicago Press. He is currently working on a research project on how childcare centers and other neighborhood institutions build social capital.

Sample Publications:

Villa Victoria: The Transformation of Social Capital in a Boston Barrio (Chicago: University of Chicago press, 2004).

“Culture, Cohorts, and Social Organization Theory: Understanding Local Participation in a Latino Housing Project.” *American Journal of Sociology* 108(1): 1-54, 2002.

“Urban Poverty After The Truly Disadvantaged: The Rediscovery of the Family, the Neighborhood, and Culture,” with K. Newman, Pp. 23-45 in *Annual Review of Sociology*, 27, 2001.

PAUL E. STARR, Ph.D., Harvard: Political Sociology, Communications, Theory, Historical Sociology [124 Wallace Hall, starr@princeton.edu, 8-4533].
<http://www.princeton.edu/~starr>

Professor Starr has interests in social theory, politics, and the structure of social institutions. Much of his work deals with the historical development of American society, seen in comparative perspective with western Europe. He writes about public policy and contemporary politics and is co-founder and co-editor of *The American Prospect*.

Sample publications:

The Social Transformation of American Medicine (New York: Basic Books, 1983), winner of the Pulitzer prize.

The Creation of the Media: Political Origins of Modern Communications (New York: Basic Books, 2004), winner of the Goldsmith Prize.

HOWARD F. TAYLOR, Ph.D., Yale: Social Psychology, Race/Ethnicity and African-American Studies, Research Methods [147 Wallace Hall, 0756353@princeton.edu, 8-4547].

Professor Taylor's teaching and research interests include social psychology, race and ethnic relations, the IQ heritability controversy, African-American studies, sociology of education, and research methods, fields in which he has published many articles, chapters, and books. He is a former chair of Princeton's African American Studies Program. His books include: *The IQ Game: A Methodological Inquiry into the Heredity-Environment Controversy*; *Balance in Small Groups*; *Sociology: Understanding a Diverse Society*; and the forthcoming *Race, Class, and the Bell Curve in America*.

Sample publications:

"Defining Race." In E. Higginbotham and M. L. Andersen (eds.), *Race and Ethnicity in U.S. Society: The Changing Landscape*. (Belmont, CA: Wadsworth, 2005).

With M. L. Andersen, *Sociology: Understanding A Diverse Society*, 3rd ed. (Belmont, CA: Wadsworth, 2004).

"Deconstructing the Bell Curve: Racism, Classism, and Intelligence in America," B. R. Hare (ed.), *2001 Race Odyssey: African Americans and Sociology*, (Syracuse, NY: Syracuse University Press, 2002).

With P.B. Jackson, P. Thoits, "Composition of the Workplace and Psychological Well-Being: The Effects of Tokenism on America's Black Elite," *Social Forces* (74): Pp. 543-57 (December 1995).

MARTA TIENDA, Ph.D., University of Texas, Austin: Inequality, Social Demography, Ethnicity and Immigration, Labor Markets, Education [OPR, 247 Wallace Hall, 8-5808, tienda@opr.princeton.edu, and 184 Wallace Hall, 8-1753].
<http://opr.princeton.edu/faculty/page.asp?id=tienda>

Professor Tienda, who has a joint appointment with the Woodrow Wilson School of Public Policy, is interested in social demography, labor markets, ethnic stratification, immigration and poverty. Her current research focuses on minority enrollment in higher education. She is author of numerous papers and several books, including *Ethnicity and Causal Mechanisms* (Cambridge, forthcoming); *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). She is conducting research on affirmative action and college admissions in Texas.

Sample publications:

With R. Raijman, "Promoting Hispanic Immigrant Entrepreneurship in Chicago," *Journal of Developmental Entrepreneurship*, 9 (1): 1-21, 2004.

With A. Ahituv, "Employment Motherhood, and School Continuation Decisions of Young White, Black and Hispanic Women," *Journal of Labor Economics*, 22 (1): 115-158, 2004.

"Demography and the Social Contract," *Demography*, 39 (4): 587-616, 2002.

With A. Ahituv and V.J. Hotz, X. Linxin, "Are There Returns to the Wages of Young Men from Working While in School?" *Review of Economics and Statistics* 84 (2): 221-236, 2002.

With S. Alon, and D. Donahoe, "The Effects of Early Work Experience on the Establishment of Stable Labor Force Careers Among Young Women," *Social Forces* 79 (3): 1005-1034, 2001.

With C. Flippen, "Pathways to Retirement: Patterns of Labor Market Exit by Race, Hispanic Origin, and Sex," *Journals of Gerontology: Social Sciences*, 55B (1): S14-S27, 2000.

BRUCE WESTERN, Ph.D., UCLA: Stratification and Inequality, Politics, Sociology of Crime and Punishment [116 Wallace Hall, western@princeton.edu, 8-2445].

<http://www.princeton.edu/~western>

Professor Western is interested in the links between political institutions and economic and social inequality. He is finishing a book, called *Punishment and Inequality in America* which studies the growth of the American penal system over the last 30 years, and its effects of racial and class inequality. His other research has examined rising income inequality in the United States and the rise and decline of labor unions in North America and Western Europe.

Sample publications:

With Mary Patillo and David Weiman (eds.), *Imprisoning America: The Social Effects of Mass Incarceration* (New York: Russell Sage Foundation, 2004).

With Becky Pettit, "Mass Imprisonment and the Life Course: Race and Class Inequality in U.S. Incarceration," *American Sociological Review* 69:151-69.

With Henry S. Farber, "Ronald Reagan and the Politics of Declining Union Organization," *British Journal of Industrial Relations* 40:385-402 (2002).

With Katherine Beckett, "How Unregulated is the U.S. Labor Market? The Penal System as a Labor Market Institution," *American Journal of Sociology* 104:1030-1060 (1999).

ROBERT WUTHNOW, Ph.D., Berkeley: Sociology of Religion, Cultural Sociology, Theory, Survey Methods [128 Wallace Hall, wuthnow@princeton.edu, 8-4742].

<http://www.princeton.edu/~wuthnow/publications.html>

Professor Wuthnow is the author of numerous books, including *Acts of Compassion: Caring For Others and Helping Ourselves*; *Learning to Care*; *Poor Richard's Principle: Recovering the American Dream through the Moral Dimension of Work, Business, and Money*; *Loose Connections: Joining Together in America's Fragmented Communities*; *Growing Up Religious: Christians and Jews and Their Journeys of Faith*; and *Creative Spirituality: The Way of the Artist*. His teaching interests concern the sociology of religion, cultural sociology, civic involvement, and the nonprofit sector. His current research concentrates on religion and public policy. He also directs the Center for the Study of Religion.

Sample publications:

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).

"Can Religion Revitalize Civil Society? An Institutional Perspective," Corwin Smidt, ed., *Religion as Social Capital: Producing the Common Good*, (Waco, Texas: Baylor University Press, 2003).

"Art for the Soul," *Christian Century* 120 (May 3, 2003).

"Practice and Progress in the Study of Religion," *Journal for the Scientific Study of Religion* 42 (March 2003).

The Quiet Hand of God: Faith-Based Activism and the Public Role of Mainline Protestantism, with John H. Evans, eds. (Berkeley and Los Angeles: University of California Press, 2002).

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

On leave, Spring 2006

Viviana A. Zelizer, Lloyd Cotsen '50 Professor of Sociology, specializes in historical analysis, economic processes, interpersonal relations, and childhood. She has published books on the development of life insurance, the changing economic and sentimental value of children, and on the place of money in social life. Her most recent book, *The Purchase of Intimacy* (Princeton University Press, 2005) deals with the interplay of economic activity and personal ties.

Sample publications:

"The Priceless Child Revisited," Jens Qvortrup, (ed.) *Studies in Modern Childhood: Society, Agency and Culture* (London: Palgrave, 2005), forthcoming.

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

"Culture and Consumption," Neil Smelser and Richard Swedberg (eds.) *Handbook of Economic Sociology, second edition* (Princeton, N.J.: Princeton University Press and New York: Russell Sage Foundation, 2005), pp. 331-54.

"Circuits of Commerce," Jeffrey C. Alexander, Gary T. Marx, and Christine Williams (eds.), *Self, Social Structure, and Beliefs: Explorations in Sociology*, (Berkeley: University of California Press, 2004), pp. 122-44.

Associated Faculty

Kim Lane Scheppele, Ph.D. University of Chicago: Sociology of Law, Sociology of Knowledge, Political Sociology, Comparative Historical Sociology, Gender Studies, Theory [415 Robertson Hall, kimlane@princeton.edu, 8-6949]

In the last decade, Professor Scheppele has focused primarily on how new constitutions take hold in Eastern Europe and has done extensive fieldwork in Hungary (1994-1998) and Russia (1999-2003) under three different grants from the National Science Foundation. She is working on a book entitled *How Constitutions Work* about constitutional transformation of post-socialist states. Since 9/11, she has examined how constitutions fare under the stress of anti-terrorism campaigns, both in the United States and in other democratic states for a forthcoming book called *The International State of Emergency*. She is the author of *Legal Secrets*, which won special recognition in the Distinguished Contribution to Scholarship prize competition of the American Sociological Association. She is the Director of the Program on Law and Public Affairs at Princeton. She is also the Laurance S. Rockefeller Professor of Public Affairs in the Woodrow Wilson School and the University Center for Human Values, in addition to being a faculty associate in the Department of Sociology and the Department of Politics.

BURTON SINGER, Ph.D. Stanford: Demography, Statistics, Higher Education [245 Wallacea Hall, singer@opr.princeton.edu, 8-5938].
<http://opr.princeton.edu/faculty/page.asp?id=singer>

Professor Singer is a member of the Scientific Advisory Board of the Santa Fe Institute, the Commission on Behavioral and Social Sciences and Education of the National Research Council, and the Advisory Board for the Fogarty International Center, NIH. He is the coordinator of the Malaria Task Force, UN Millenium Project for the United Nations. He serves on the editorial boards of Springer-Verlag's *Frontiers of Primary Medicine* and *Series in Statistics*.

He has centered his research in three principal areas: identification of social, biological, and environmental risks associated with vector-borne diseases in the tropics, integration of psychosocial and biological evidence to characterize pathways to alternative states of health, and health impact assessments associated with economic development projects. His research program has included studies of: (1) the impact of migration and urbanization on malaria transmission in the western Amazon region of Brazil and in Dar es Salaam, Tanzania; (2) the biological correlates of well-being and health consequences of gene-environment interactions focused on the social environment; and (3) potential health impacts of the Chad-Cameroon petroleum development for new operationalizations of the concept of allostatic load.

Sample publications:

- Ryff, CD, Singer, BH, Love, GD. Positive Health: Connecting Well-Being with Biology. Philosophical Transaction of the Royal Society of London. B Biological Sciences Sept. 29 359(1449):1383 – 1394. 2004.
- Keiser, J, Utzinger, J, Tanner, M, Singer, BH. Representation of authors and editors from countries with different human development indexes in the leading literature on tropical medicine: survey of current evidence. British Medical Journal. 328(7450):1229-1232. 2004.
- Keiser, J, Utzinger, J, Castro, MC, Smith, TA, Tanner, M & Singer, BH. Urbanization in sub-Saharan Africa and implications for malaria control. American Journal of Tropical Medicine & Hygiene Aug. 71 (2Suppl): 118 – 127. 2004.
- Singer, B, Ryff, CD, Seeman T. Operationalizing Allostatic Load. Pp. 113 – 149 in J Schulkin (ed.) Allostasis, Homeostasis, and the Costs of Physiological Adaptation. Cambridge, UK:Cambridge University Press. 2004.
- Seeman, TE, Crimmins, E, Huang, M-H, Singer, B, Bucur, A, Gruenewald, T, Berkman, LF, Reuben, DB. Cumulative Biological Risk and Socio-economic Differences in Mortality: MacArthur Studies of Successful Aging. Social Science and Medicine. 58: 1985 – 1997. 2004.
- Utzinger, J, Wyss, K, Moto, DD, Yemadji N, Tanner, M & Singer, BH. Assessing health impacts of the Chad-Cameroon petroleum development and pipeline project: challenges and a way forward. Environmental Impact Assessment Review, 25: 63 - 93. 2005.
- Karlamangla, A, Singer, BH, Williams, DR, Schwartz, JE, Matthews, KA, Kiefe, CI & Seeman, TE. Impact of socioeconomic status on longitudinal accumulation of cardiovascular risk in young adults: the CARDIA study (USA). Social Science and Medicine. 60(5): 999 – 1015. 2005.

