

PRINCETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY

2001
2002
ACADEMIC YEAR

GRADUATE STUDIES IN
SOCIOLOGY

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Graduate studies in sociology at Princeton are restricted to a small number of persons seeking the degree of doctor of philosophy. Admission to the program is highly selective. An undergraduate major in sociology is not a prerequisite, but applicants must have achieved a record of academic excellence in their previous work. The program is primarily designed for students interested in pursuing academic careers, but it also provides research skills that may be used in government and the private sector. Instruction is provided in a variety of forms, including courses, small seminars, year-long workshops, tutorials, reading courses, department-wide colloquia, and a program of independent study. Intellectual exchange is enhanced by a deep sense of commitment on the part of the faculty to working closely with graduate students, by selecting students whose interests overlap with those of other students and with academic strengths of the department, and through various centers and interdepartmental affiliations that make interdisciplinary study possible.

The Princeton graduate program is designed to encourage completion of the doctorate in a time that is consistent with rigorous scholarly preparation. The program reflects an educational philosophy that from the first views the student as a potential contributor to the discipline rather than as a passive repository of knowledge. It rests on the conviction that scarce time is better utilized in preparing manuscripts of a type suitable for publication than in writing conventional term papers. The Graduate School does not operate on the “credit” system. The formal requirements for the doctorate specified by the Graduate School are at least one year in residence, completion of an approved dissertation, and successful performance on the general and final oral examinations.

The department’s philosophy is that learning at the graduate level takes place best in a semi-structured environment that combines individual freedom with a supportive intellectual community. Individual freedom is encouraged by keeping the program sufficiently small (about 30 students are in residence each year) to ensure flexibility and by providing students with a wide variety of options with which to pursue their scholarly interests. Students meet regularly with members of the faculty to consult about their plans and progress, and, rather than receiving letter grades, are given qualitative written evaluations. A supportive intellectual community is encouraged by the fact that students generally remain in residence during much of their time in

the program, by an atmosphere of informality and collegiality between faculty and students, and through formal activities such as on-going workshops, symposia, colloquia, and gatherings in the department lounge.

The university and the wider community also contribute significantly to the department's emphasis on semi-structured learning. Princeton University is a world-class research institution, and yet it is relatively small, because it includes only a few professional schools, focusing instead on liberal arts training at the graduate and undergraduate levels. Students and faculty are thus able to become acquainted and to work together, not only within departments, but across departments as well. In a real sense, the university is the unit of instruction at Princeton, and the sociology department seeks to capitalize on this fact by providing interdepartmental learning experiences. For example, students are encouraged to take courses outside the department, as well as inside the department, and dissertation committees often include faculty from other departments. Some possibilities for learning outside the university are also available through cooperative arrangements with Columbia University and Rutgers University, and through a formal exchange program with more than a dozen universities throughout the country.

The community, located midway between New York and Philadelphia, also provides an ideal learning environment. The town of Princeton is a community of approximately 50,000 residents. It, in turn, is part of the rapidly growing central New Jersey metroplex with a current population of more than one million. The immediate area includes a rich variety of cultural activities, including one of the nation's best repertory theaters, a number of vocal and instrumental musical companies, bookstores, movie theaters, and restaurants of all kinds. Princeton has one of the oldest and largest concentrations of survey research firms, many of which employ advanced graduate students in sociology. It is the location of the internationally known Institute for Advanced Study, which brings a number of visiting social scientists to the area each year. And the cultural activities provided in New York and Philadelphia are only an hour away by commuter train or bus.

Admission to the program is sought by completing the application forms that are supplied by the Office of Graduate Admissions. These require a transcript of all graduate and undergraduate courses taken elsewhere, the Graduate Record Examination (the subject test in sociology is not required), one or more papers, letters of recommendation, and a personal statement indicating why the applicant is interested in pursuing doctoral work in sociology at Princeton.

Objectives

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

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

Achieving these objectives is accomplished in a variety of ways, depending on students' previous training, interests, and preferred style of learning.

Basic Skills

These are generally acquired during students' first year in the program. Students generally take a two-semester sequence in classical and contemporary sociological theory, a two-semester sequence involving one general course in statistics (choosing among several available options) and one course in social statistics that emphasizes sociological applications, and a two-semester sequence in quantitative and qualitative methods. Normally, students are asked to do short written exercises in the theory courses, computational exercises in the statistics courses, and a short research proposal in each of the methods courses. Students may also opt to fulfill the basic skills requirements by passing examinations given by instructors in charge of the relevant courses or, in consultation with the Director of Graduate Study, by proposing alternative seminars or reading courses in the department or in other departments. The department also requires that competence be demonstrated (prior to taking the General Examination and prior to the fifth semester of enrollment) in at least one language besides English.

Breadth of Knowledge

This is obtained normally in the first and second years of the program either by fulfilling a standardized set of departmental requirements or through a contract proposed by the student. The standardized option involves taking one full-semester seminar and four half-semester

seminars (or their equivalent), and sustaining final examinations in each of the four half-semester seminars. In order to ensure breadth, the half-semester seminars must not be in the student's primary area of specialization. The contract option requires the student to identify three areas of specialization that in themselves are sufficiently broad to ensure exposure to a wide variety of work in the discipline (more below on the contract option).

Specialization

This is accomplished in either of two ways. Students who choose the standardized option (above) identify one major field as their area of specialization and also designate two related fields. The related fields are intended to complement work in the main area of specialization. For example, a student whose main area is political sociology might designate sociology of culture and social movements as the two related fields, limiting reading in each of those fields to works that pertain to political issues. The student then prepares for the General Examination by doing work in each of these fields. Under the contract option, students identify three areas of specialization that are somewhat broader in scope and more autonomous from one another than under the standardized option. Students prepare a contract (normally by the fall of their second year) by stating briefly their justification of each field, by indicating the various seminars and reading courses they will take, and by appending a detailed reading list that gives an idea of how they are approaching each field. Contracts must be submitted to the department faculty for approval and are intended as a preview, subject to later revisions, of what the student plans to do, rather than a retrospective statement of what the student has already done. One of the three areas may be taken primarily outside the department as long as justification for doing so is provided. These three fields then become the basis for the General Examination (examples of students' contracts are available in the department office).

To fulfill the requirement of gaining in-depth specialized knowledge in one or more fields, students must also submit two major papers of publishable length and quality prior to taking the General Examination. Both papers must include the analysis of empirical data. One of the two must include analysis of quantitative data. The other may also utilize quantitative data or may be based on analysis of qualitative data gained from archival or ethnographic research. Both papers are normally written during the second year. The quantitative paper is normally written in conjunction with the Seminar in Empirical Investigation and is supervised by the instructor in charge of that seminar. The other paper is normally written in conjunction with one of

the department's workshops. Students are encouraged to participate in one or more of these workshops each of the years they are in residence. Both papers must also be approved by a second reader.

General Examination

The General Examination is normally taken in the fall of the third year, but can be taken as early as the end of the second year if all prerequisites have been fulfilled. It includes both a written and an oral component. Several options for the written component are available, including a "short" (6 hour) closed book exam and a "long" (32 hour) open book exam. An oral exam may also be substituted for the written exam.

Upon completion of the General Examination, students turn their full attention to writing a dissertation. Students are encouraged to begin thinking about dissertation topics during the first year of graduate study, and to focus their readings and major papers as ways of doing background work relevant to the dissertation. They should submit a dissertation proposal for approval by the department faculty by the middle of the third year. The proposal (normally a document of approximately 20 pages) includes a statement of the problem to be studied, an explanation of its theoretical relevance to sociology, a survey of pertinent literature, a tentative statement of the main thesis or hypotheses, and a discussion of the data and methods to be employed. A number of dissertation fellowships and special funding opportunities are available to students who have made good progress on the dissertation by the end of their third year of study. A final oral examination (given by a least two members of the dissertation committee and two other members of the department faculty) is the last requirement for the achievement of the degree.

Typical Program of Study

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

First Year

First Semester

Theory
Statistics
Quantitative Methods
Seminar(s)
Workshop (audit)

Second Semester

Theory
Social Statistics
Qualitative Methods
Seminar(s)
Workshop (audit)

Second Year

First Semester

Empirical Seminar
Seminar(s)
Reading course(s)
Workshop

Second Semester

Seminar(s)
Seminar(s)
Reading course(s)
Workshop

Students devoting a substantial share of their first year to training in demography, regional studies, or other interdisciplinary work generally postpone some of their basic skills courses until the second year. Students desiring to pursue additional work in advanced statistics and quantitative methods may also do so during their second or third year, choosing from a wide range of interdisciplinary courses (some of which are listed below) or by working with departmental faculty who specialize in quantitative research.

After four years in the program, students are no longer officially enrolled in the university, and therefore are not required to pay tuition or other fees. An exception is sometimes made for students interested in comparative and regional studies who must gain additional language skills. In those cases, enrollment is possible for five years. Otherwise, the program is designed to make it possible for students to finish their dissertations by the end of their fourth year. In cases where students may choose to spend longer on the dissertation (for example, because of more ambitious projects or ones requiring travel or foreign study), access to library and computing facilities continues, and students are allowed to defer payment of loans and (if applicable) to retain visas for educational purposes.

Departmental Clusters

Princeton has elected to develop a limited number of clusters—interlocking communities of professors and students who aspire to the highest scholarly distinction in a particular area of departmental strength. Each cluster is defined by several members of the faculty who have earned national and international prominence as scholars in their—respective fields. One or more on-going workshops are provided as a forum for students and faculty to meet on a regular basis and to present work in progress. Each cluster is also supplemented by seminars and tutorials, by funded research projects, and by affiliations with other programs and centers in the university. The department is thus especially attractive to graduate students who wish to specialize in one or more of these clusters.

Sociology of Culture

Includes training in historical and contemporary theories of culture, including both the major American and European schools of cultural theory, and encourages empirical research involving a combination of quantitative (or survey), ethnographic, historical, and textual methods. Substantive topics of interest to faculty in this cluster include the institutional settings in which culture is produced, the ways in which symbolic boundaries define status distinctions, the ways in which religious identities and institutions are constructed, and the tensions inherent in such contemporary debates as individualism vs. communitarianism. Students in this cluster are often associated with the Center for the Study of American Religion, the University Center for Human Values, the Program in Political Philosophy, or the Program in European Cultural Studies.

Social Demography

This is a cooperative venture between the sociology department and the Office of Population Research, a distinguished unit which is one of the oldest and most internationally renowned in its field. The Office offers sociology graduate students a supportive intellectual environment, opportunities to participate in diverse projects either independently or in collaboration with faculty, and exposure to numerous presentations by visiting social scientists. Students specializing in demography normally take an intensive two-semester sequence in population issues and demographic techniques during their first year, the final exam in which composes part of their General Examination. The university also provides a separate Ph.D. program in demography for students who may not be interested in sociology.

Comparative and Regional Sociology

This cluster emphasizes macrosociological comparisons among the world's leading industrial and developing nations, paying special attention to differences within and among capitalist and socialist nations. This type of analysis is especially effective when students are knowledgeable about two or more regions and have the requisite language skills to do work in these regions. Faculty in the department currently specialize in comparative studies involving Japan, China, Russia, the major western European countries, and Latin America. Students with comparative interests also work with faculty affiliated with East Asian, European, Russian Studies, Near East, and Latin American programs, and are often supported with funds from the Council on

Regional Studies and the Center of International Studies. The French government has recently chosen Princeton University (together with Harvard and Berkeley) as one of three centers of excellence in French studies, thus facilitating additional work in this area.

Social Differentiation and Inequality

This cluster emphasizes investigations of differences in wealth, prestige, and power as determined by various dimensions of class, race, ethnicity, and gender. Research in this area encompasses such contemporary issues as poverty, single-parent households, the well-being of children, health and education reform, the changing nature of the welfare state, the changing composition of national elites, and the urban environment. The Woodrow Wilson School of Public Policy, the African-American Studies Program, and the Industrial Relations Section are nationally renowned programs that add resources to this cluster. An informal biweekly seminar brings together faculty and graduate students working in this area.

Economic Sociology

This cluster focuses on the social institutions and cultural frameworks in which economic behavior is embedded. Research in this area includes such topics as the social meanings of money and work, the social organization of markets and firms, and the dynamics of labor unions. Several faculty within the department specialize in this area and offer training through a variety of seminars, funded research projects, and cooperative arrangements with such units as the Industrial Relations Section and the Woodrow Wilson School. An on-going workshop and a series of colloquium speakers that bring leading sociologists and economists to campus from other universities are also part of the training provided in this cluster.

Migration and Development

This cluster builds on the premise that the study of international development is an intrinsic dimension of population movement, both within and across national boundaries. In addition to the study of immigration to the United States and the adaptation experiences of recent and earlier immigrants, course offerings and research seminars will consider the causes and consequences of population movement in both receiving and sending societies, as well as the policy implications of migration. This cluster will be bolstered by a Center on Migration and Development housed in the Woodrow Wilson School in partnership with the Office of Population Research. Course offerings will

include: Theories of International Development; Immigration and Ethnicity; and Migration in the Periphery. Related courses include: Urbanization and Development; Population and Development; Demography of International Migration; and Gender and Development. The Cluster will sponsor a monthly seminar involving scholars from within and outside the Princeton Campus.

Opportunities for Teaching

All undergraduate and graduate courses at Princeton are taught by members of the faculty. The typical undergraduate course is divided between lecture and discussion (or “precept”) sessions, the latter of which are sometimes conducted by graduate students with appointments as Assistants in Instruction (AIs). AIs are appointed by the chair of the department and are generally reserved for second and third year students who are in good standing in the graduate program. AIships carry small stipends over and above fellowship support and are excellent ways of preparing to teach as well as gaining additional competency in a particular subject area. Princeton University offers additional instruction in teaching skills for foreign students through a mentoring program prior to the fall semester, sponsors a university-wide learning laboratory to assist with learning how to teach, and offers several interdepartmental courses in teaching that include internships at community colleges.

Opportunities for Interdisciplinary Study

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

African-American Studies Program

The African-American Studies Program enables doctoral candidates in sociology to pursue a coordinated, interdisciplinary program of study of the position and experiences of peoples of African ancestry in the United States, seen in relation to the experiences of black people in other parts of the world. The program is governed by an interdepart-

mental committee which includes graduate students and members of the department faculty. Its purpose is to help train specialists who want to become scholars and to enter other careers requiring advanced study of African-American institutions in connection with an established discipline.

Center for Arts and Cultural Policy Studies

The Center for Arts and Cultural Policy Studies was created to improve the clarity, accuracy and sophistication of discourse about public and private programs and practices that influence our artistic and cultural life. Its programs and activities are designed to create an infrastructure of well-trained scholars who have access to regularly collected information about cultural organizations, activities and providers and who produce timely research and analysis on key topics in arts and cultural policy.

The Center carries out this mission through commissioning working papers and research publications, sponsoring graduate and undergraduate courses, raising funds to support data collection and dissemination efforts, and sponsoring seminars, conferences, and workshops. The Center makes research fellowships and small grants available on a competitive basis to Princeton graduate students, and holds a monthly workshop for graduate research affiliates and faculty associates.

Center for Research on Child Wellbeing (CRCW)

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

Center for Energy and Environmental Studies

The Center for Energy and Environmental Studies is a multidisciplinary group concerned with studies of regional, national, and global problems involving natural resources and pollution, solar energy, nuclear waste management, the social and cultural bases of environmental policies, and the ethical issues involved in the making of these

policies. The center provides facilities for research, conferences, workshops and seminars in which social scientists, physical and life scientists, humanists, and urban planners participate.

University Center for Human Values

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

Industrial Relations Section

This section is concerned especially with problems of labor and industrial relations in the U.S., but in recent years has also focused on special problems of labor force recruitment and training in the context of economic and social development. It maintains special library and data resources and provides fellowships for students with an interest in this field.

Center for International Studies

The Center for International Studies is concerned with the development of methods of analysis appropriate to the study of international relations and foreign policy and encourages research on specific problems of world politics. Fellowships for research are available to advanced students. It also supports comparative sociological research that is not policy related, but that focuses on two or more distinct regions of the world.

The Program in Latin American Studies

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

Center for Migration and Development

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

Office of Population Research

The Office of Population Research has a professional staff drawn from sociology, economics, and the Woodrow Wilson School, and a special library and facilities for statistical work. It engages in demographic research both in the U.S. and among countries throughout the world. It publishes *Population Index*, the official organ of the Population Association of America. Advanced graduate students in sociology often participate in the research program of the Office, both as paid research assistants and in writing their dissertations.

Council on Regional Studies

The Council on Regional Studies includes programs in East Asian Studies, Latin American Studies, the Near East, Russian Studies, African Studies, and European Studies. For each of these geographic areas, an interdisciplinary committee of faculty provides special training in languages and in comparative analysis, coordinates scholarly activities and research on the region, and maintains special library collections. The council itself organizes seminars and collaborative research projects. Graduate students doing comparative research often receive funding for language study and travel through the council.

Center for the Study of Religion

The Center for the Study of Religion is a major university initiative in the social sciences and humanities to facilitate interdisciplinary research and teaching about religion. It sponsors annual thematic projects directed by members of the university faculty, visiting fellows, postdoctoral fellowships, a weekly interdisciplinary seminar, a CSR Faculty Fellow, dissertation research awards, freshman seminars, and public lectures. Graduate students specializing in sociology of religion often work on research projects sponsored by the Center, participate in the interdisciplinary seminar, and receive dissertation research awards.

The Shelby Cullom Davis Center for Historical Studies

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

Program in Women's Studies

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

Fellowships and Financial Support

Graduate students requiring financial support and making satisfactory progress toward the doctorate are ordinarily provided with financial support during the period in which they are enrolled. This support usually consists of partial or full tuition grants, fellowships, teaching assistantships, or research assistantships. All entering students should complete a financial statement to be used as the basis for awarding financial support. Successful applicants are informed of the level of financial awards at the time of notification of admission. A special program of fellowship support is available for minority applicants. Applicants for admission should also explore the fellowships awarded to individuals on a national competitive basis. Grants administered by the National Science Foundation, the National Institute of Health, the Social Science Research Council of Canada, the Population Council, and other such agencies may provide support.

The Graduate School has a limited fund to which students may apply for support to present papers at professional meetings. The department chair also has some discretionary funds available for this purpose. In addition, the Council on Regional Studies provides small sums on a competitive basis to cover expenses incurred in traveling to

other countries to conduct research (students should contact the council office directly). The Center of International Studies also makes funds available for comparative research. East Asian Studies and Latin American Studies provide support to some students for language study. The Center for the Study of American Religion has some funds for stipends and research expenses for students actively involved in its programs. The University Center for Human Values administers a series of dissertation fellowships, as does the Wilson Society of Fellows. A wide range of other university fellowships for dissertation-year study are listed in the Graduate Catalog. Students interested in applying for these various funds should begin well in advance (usually in the fall) by contacting their faculty advisor, the graduate secretary, the Director of Graduate Study, or the Graduate School.

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

Career Prospects

Sociologists holding the Ph.D. degree from Princeton have been extraordinarily successful in obtaining research and teaching positions at first-rate universities and colleges. In recent years, for example, Princeton Ph.D.s have gained positions at institutions such as the University of Pennsylvania, Yale University, Stanford University, Harvard University, the University of Chicago, the University of Wisconsin, Rutgers University, Duke University, MIT, and the University of North Carolina at Chapel Hill, as well as universities abroad (such as in Japan and Hong Kong). A smaller but significant number have pursued careers in research institutes, business, planning commissions, and other branches of government.

To prepare adequately for today's job market, graduate students in the department are encouraged to gain teaching experience, to master both quantitative and qualitative research techniques, and to progress early in their studies toward producing publishable research papers. Students also benefit from close faculty supervision of their research and from opportunities to meet with faculty from other institutions in seminars and to present their own research in department workshops and at professional conferences.

Courses

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

- 501 Classical Sociological Theory
- 502 Contemporary Sociological Theory
- 503 Techniques and Methods of Social Science
- 504 Social Statistics
- 505 Qualitative Methods

Selected Topics in Social Structure

- 510a Small Groups
- 510b Social Stratification
- 510c Race and Ethnicity
- 510e Sex and Gender
- 510f Urban Sociology
- 510g Demography
- 510h Theory on Black Americans
- 510i Class, Status and Power
- 510j The Structure of Society
- 510m Women and the Welfare State
- 510p Elites and Leadership
- 510q Theories of Community
- 510s Political Sociology of Advanced Societies
- 510t Political Sociology of Transition
- 510u Elites and the Upper Class

Selected Topics in Social Institutions

- 520a Family
- 520b Religion
- 520c Political Sociology
- 520e Education
- 520f Science
- 520g Literature
- 520i Professions
- 520j Theories of the State
- 520k Political: Comparative Revolution
- 520m Current Debates in Cultural Sociology
- 520n Intellectuals and Politics
- 520p Economic Sociology
- 520q Politics and Economics
- 520r Comparative Work & Labor Markets

(continued)

Selected Topics in Social Processes

- 530a Complex Organizations
- 530b Technology and Social Change
- 530c Culture and Personality
- 530d Human Nature and Social Conduct
- 530e Culture and Communications
- 530g Historical Sociology
- 530h Mental Health
- 530i Modernization and Social Change
- 530j Population Policy
- 530k Mass Media and Popular Culture
- 530l Health
- 530m Cultural Analysis
- 530n Environment
- 530o Comparative Public Policy
- 530p Field Methods
- 530q Organizations
- 530s Historical Methodology
- 530t Culture and Cognition
- 530u Population Issues and Controversies
- 530v Public Opinion and the Post Soviet Union
- 530w Sociology of Culture
- 530x Social Organizations
- 530z Comparative History of Communications and Culture
- 521 Religion and Culture Workshop
- 550 Research Seminar in Empirical Investigation
- 560 Research Seminar in Comparative Studies
- 573 Topics in Demography
- 574 Nuptiality and Fertility
- 581 Chinese and Japanese Social Structure
- 590 Seminar in Applied Sociology
- 591 Seminar in Teaching
- 599 Special Problems in Sociology

Pertinent Courses in Allied Departments

Public Affairs

- 507b Quantitative Analysis: Basic
- 507c Quantitative Analysis: Advanced
- 509 Generalized Linear Statistical Models
- 510 Survey Research Methods
- 513 Qualitative Research Methods

Population Studies

- 501 Statistical Demography
- 503 Evaluation of Demographic Research

WWS

- 568/502 Health and Mortality
- 586 Population Policy
- 587 Research Workshop in Population

Economics

- 513 Time Series Econometrics
- 515 Econometric Modeling

Politics

- 511 Problems in Political Theory
- 513 Modern Political Theory
- 515 Marxian Thought
- 526 Political Culture

Religion

- 501 Religion and the Tradition of Social Theory
- 505 Studies in American Religion

Note: 400-level courses in Sociology are also recommended

Department of Sociology Reading Courses

Fall 2000 Reading Courses

- Soc 701 Development, Miguel Centeno
- Soc 702 Cultural Sociology, Michele Lamont
- Soc 703 Gender in Latin America, Miguel Centeno
- Soc 704 Sociological Theory, Robert Wuthnow
- Soc 705 Social Stratification, Marta Tienda

Spring 2000 Reading Courses

- Soc 706 Sociology of Religion, Robert Wuthnow
- Soc 707 Economic Sociology, Viviana Zelizer

Fall 1999 Reading Courses

- Soc 701 Sociology of Development, Miguel Centeno
- Soc 704 Social Inequality, Michele Lamont
- Soc 705 Political Sociology, Miguel Centeno

Spring 1999 Reading Courses

- Soc 706 Sociology of Knowledge, Michele Lamont
- Soc 709 Race and Ethnicity, Marta Tienda

Fall 1998 Reading Courses

- Soc 702 Reading Course in Gender, Sara Curran
- Soc 703 Reproductive Health and Fertility, James Trussell
- Soc 704 Social Movements, Miguel Centeno
- Soc 705 Gender, Work, and Family, Sara Curran

Spring 1998 Reading Courses

No Reading Courses

Fall 1997 Reading Courses

- Soc 701 China and Russia: Comparisons and Relations, Gilbert Rozman
- Soc 702 Self and the Internet, Paul DiMaggio
- Soc 703 Nationalism, Miguel Centeno
- Soc 705 Comparative Studies (China and Japan), Gilbert Rozman

- Soc 706 Soviet and Chinese Political and Socio-economic
Organizations, Gilbert Rozman
Soc 707 Woman and Development, Sara Curran

Spring 1997 Reading Courses

- Soc 704 Economy and Society, Bruce Western
Soc 705 Culture and Civil Society, Robert Wuthnow

Fall 1996 Reading Courses

- Soc 701 Sociology of Culture, Paul DiMaggio
Soc 702 Sociology of Gender, Viviana Zelizer
Soc 703 Comparative Sociology with an Emphasis on France,
Michele Lamont

Spring 1996 Reading Courses

- Soc 701 Network Analysis, Paul DiMaggio
Soc 703 Comparative Historical Sociology, Miguel Centeno
Soc 704 Theory and Culture, Michele Lamont
Soc 705 Sociology of Knowledge, Michele Lamont
Soc 706 Political Sociology, Paul Starr
Soc 707 Japan and China, Gilbert Rozman
Soc 708 Gender, Viviana Zelizer
Soc 709 Work and Occupations, Paul DiMaggio

The Faculty

ELIZABETH M. ARMSTRONG

Elizabeth M. Armstrong is interested in the sociology of medicine, social problems, health policy, and the history of medicine and public health. Her current research includes a social history of pregnancy and prenatal care in the U.S., an investigation of the relationship between self-efficacy and health outcomes, and a study of the determinants and consequences of media attention to diseases. Her book *Conceiving Risk, Bearing Responsibility: Ideas about Alcohol and Reproduction in the Modern Era* is forthcoming from Johns Hopkins University Press. She has a joint appointment in the Woodrow Wilson School.

MIGUEL CENTENO

Miguel Centeno is currently Master of Wilson College. He is interested in political sociology, especially state development, and social change, especially the transition from communism and globalization. His books include *Democracy within Reason: Technocratic Revolution in Mexico, Toward a New Cuba* (ed), and *The Politics of Expertise in Latin America* (ed). He has three forthcoming books: *Blood and Debt: War and Statemaking in Latin America*, *The Other Mirror: Grand*

Theory through the Lens of Latin America (ed.), and *Mapping Globalization* (ed). In 1997 he won the President's Teaching Prize. His is also the founder of Princeton Summer Prep, an academic program for lower income high school students.

SARA CURRAN

Sara Curran studies family demography, migration, economic development, gender, population and environment, and Southeast Asia. She is currently writing a book on how migration, education and development have transformed gender and family relations in Thailand. Other projects include a study of the effect of family demographic change on elderly social networks in the U.S. (with McLanahan and Goldstein) and editing a special issue of *Ambio* on the relationship between migration and coastal ecosystems in developing countries (with Tundi Agardy, Conservation International).

PAUL DIMAGGIO

Paul DiMaggio has written widely on organizational analysis, economic sociology and sociology of culture. Among the several books he has written or edited are *The New Institutionalism in Economic Analysis* with Walter Powell, *The 21st Century Firm*, and *Race, Ethnicity and Participation in the Arts* with Francie Ostrower.

FRANK DOBBIN

Frank Dobbin studies organizations and economic behavior. His book, *Forging Industrial Policy: The United States, Britain, and France in the Railway Age*, traces nations' modern industrial strategies to early differences in their political systems. He is currently studying how Civil Rights law transformed human resources practices, how federal legislation shaped corporate work-family policies, how antitrust regulation influenced the historical evolution of business strategy, and how both public regulation and private management consulting have affected corporate structure.

THOMAS J. ESPENSHADE

Thomas J. Espenshade, Chair of the Department, has interests in social demography and its intersections with sociology and other social sciences. He is currently studying (1) the growing importance of foreign-born scientists and engineers in U.S. labor markets from 1970–1997 and (2) the effect of affirmative action on the changing number and

composition of minority students in U.S. institutions of higher learning since the early 1970s. He is the author of *Investing in Children* (1984), *The Fourth Wave: California's Newest Immigrants* (1985), *Keys to Successful Immigration: Implications of the New Jersey Experience* (1997), and articles in *American Sociological Review*, *Population and Development Review*, *International Migration Review* and *Annual Review of Sociology*.

PATRICIA FERNANDEZ-KELLY

Patricia Fernandez-Kelly holds a joint appointment in Sociology and the Office of Population Research. She is a social anthropologist with an interest in international development. Her early work focussed on export-processing zones in Asia and Latin America with special attention to Mexico's maquiladora program. Her book on that subject, *For We Are Sold, I and My People: Women and Industry in Mexico's Frontier* was featured by *Contemporary Sociology* as one of twenty-five favorite books 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. Her latest projects include a study of fifty African-American Families living in West Baltimore and an investigation of the Cuban-American working class in Hialeah, Florida.

JOSHUA R. GOLDSTEIN

Joshua R. 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 time trends in U.S. marriage and divorce patterns.

SUZANNE KELLER

Suzanne Keller's work has focussed on social stratification and elites, comparative family systems, and the sociology of physical space and design. She has written and edited a number of books, including *Beyond the Ruling Class: Strategic Elites in Modern Society*, *The Urban Neighborhood*, *The American Dream of Family*, and is co-author of *Sociology*, a text. She is currently at work on a book on *Modern Communities*. She was the first woman to receive tenure at Princeton University.

MICHÉLE LAMONT

Michèle Lamont works in the areas of sociology of culture and knowledge, inequality, comparative sociology, and sociological theory. Her books include *Money, Morals, and Manners: The Culture of the French and American Upper Middle Class*, *Cultivating Differences: Symbolic Boundaries and the Making of Inequality* (co-edited), *The Cultural Territories of Race* (edited), *Rethinking Comparative Cultural Sociology: Politics and Repertoires of Evaluation in France and the United States* (with Laurent Thevenot), and *The Dignity of Working Men: Morality and the Boundaries of Race, Class, and Immigration*. She is currently at work on a short monograph on culture and inequality (to be published by W.W. Norton) and pursuing research agendas on marketing to African-Americans, the culture of excellence in higher education, and the meaning of education for the non-college educated.

SARA McLANAHAN

Sara McLanahan teaches in both Sociology and the Woodrow Wilson School of Public Policy. She is director of the Bendheim-Thoman Center for Research on Child Wellbeing. Her interests include family demography, comparative social welfare policy and gender stratification. She has written numerous articles on single motherhood and women's poverty, as well as several books, including *Single Mothers and their Children: A New American Dilemma*, *Child Support Assurance*, *Growing Up with a Single Parent*, *Child Support and Child Wellbeing*, *Social Policies for Children*, and *Fathers Under Fire: The Revolution in Child Support Enforcement*. She is currently conducting research on nonmarital child bearing, child support, and welfare reform in the United States.

ALEJANDRO PORTES

Alejandro Portes studied Sociology at the Catholic University of Argentina, Creighton University, and the University of Wisconsin-Madison from which he received his Ph.D. He has held faculty positions at the universities of Illinois-Urbana-Champaign, Texas-Austin, Duke, and Johns Hopkins. Since 1987 and until he joined Princeton, he was John Dewey Professor in the School of Arts and Sciences at Johns Hopkins. In 1997, he was elected president of the American Sociological Association and served during 1998–99. In 2000, he was elected to the National Academy of Sciences. Portes is the author of some 200 articles and chapters on national development, economic sociology, immigration, and urbanization. His most recent books are *City on the Edge, the Transformation of Miami* (with A. Stepick, winner of the Robert E. Park Award from the Community and Urban Section of the

American Sociological Association), *Immigrant America, a Portrait* 2nd ed. (with Rubén G. Rumbaut, designated a Centennial Book by the University of California Press), and *Legacies, the Story of the Immigrant Second Generation* (University of California Press and Russell Sage Foundation).

GILBERT ROZMAN

Gilbert Rozman is interested in comparisons and mutual perceptions of societies and has conducted research on such issues in China, Japan, and Russia. Other research includes macrosociological comparisons of national development and national identity and study of new threats to international security and problems of regional cooperation in Asia. He has written and edited many books, including *The East Asian Region, Japan's Response to the Gorbachev Era*, and *Dis-mantling Communism*.

PAUL STARR

Paul Starr has interests in medical sociology, political sociology, economic sociology, and the sociology of knowledge. He is co-editor of the journal *The American Prospect* and is involved in public policy debates on health care and health insurance. His publications include *The Social Transformation of American Medicine*.

HOWARD TAYLOR

Howard Taylor's teaching and research interests include social psychology, race and ethnic relations, African-American studies, sociology of education, and research methods, fields in which he has published many articles and chapters. He is the author of *The IQ Game: A Methodological Inquiry into the Heredity-Environment Controversy* and has conducted research on African American leadership and elites, to be summarized in *The Black Elite Network in America* (forthcoming). He has also co-authored *Sociology: Understanding Diversity*, to be released in August (1999).

MARTA TIENDA

Marta Tienda, who has a joint appointment in the Woodrow Wilson School of Public Policy, is interested in labor markets, ethnic stratification, immigration, poverty and social demography. Her current research focuses on race, ethnic and gender variation in the transition from school to work and the paradox of birth outcomes among

immigrants. She is author of numerous papers and several books, including *The Hispanic Population of the United States, Divided Opportunities*, and *Hispanics and the U.S. Economy*.

WALTER L. WALLACE

Walter L. Wallace teaches and writes in the areas of sociological theory and racial and ethnic relations. He is especially interested in ethnic, racial, and nationality relations. He is the author of, among other works, "Toward a Disciplinary Matrix in Sociology," *A Weberian Theory of Human Society*, and *The Future of Ethnicity, Race, and Nationality*.

BRUCE WESTERN

Bruce Western is interested in statistical methods and the sociology of labor markets. Current research focuses on the impact of prisons on American economic inequality, methodological issues in comparative research, and labor unions in the United States and abroad. His analysis of postwar union movements, *Between Class and Market* (Princeton University Press), was published in 1998.

ROBERT WUTHNOW

Robert Wuthnow is the Gerhard R. Andlinger '52 Professor of Sociology and Director of the Center for the Study of Religion. His recent publications include *Loose Connections: Joining Together in America's Fragmented Communities*; *After Heaven: Spirituality in America Since the 1950s*; and, as editor, *The Encyclopedia of Politics and Religion*. His current research projects focus on religion and the arts, contemporary spiritual practices, faith-based nonprofit service organizations, social capital, and the public role of American Protestantism.

VIVIAN A. ZELIZER

Viviana A. Zelizer specializes in economic processes, historical analysis, and childhood. She has written on the development of life insurance (*Morals and Markets*), the changing economic and sentimental value of children in the United States (*Pricing the Priceless Child*), and on the place of money in social life (*The Social Meaning of Money*). Recently she has been examining the interplay between monetary transfers and different sorts of social relations, especially with regard to intimate ties on one hand and systems of compensation on the other.

For Further Information

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

<http://www.princeton.edu/pr/admissions/agga/index.html>.

Inquiries about the departmental program are welcome and should be addressed to:

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He may also be reached by calling 609-258-4543. A current edition of this brochure, as well as bibliographic information for faculty and news of other departmental functions, is available on the World Wide Web through Princeton University's home page:

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