

Sociology @ Yale

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Sociology provides the theoretical and empirical foundation for understanding how societies function and how they change over time. Sociologists are interested in understanding the causes and consequences of processes such as the social construction of groups and identity; the evolution of culture, inter-subjective meanings, intergroup relations, hierarchies, and social norms. Sociological research involves the study of individual behavior and outcomes, such as educational attainment, jobs and careers, religious commitment, and political involvement; of interpersonal process, such as intimate relationships, sexuality, social interaction in groups, social networks, and behavior of organizations and institutions; causes and consequences of group differences and social inequality; and social change at the societal and global level.



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The Sociology department has three research centers in the fields of Comparative and Historical Sociology, Cultural Sociology and Social Theory, and Social Stratification and Life Course Research. In addition, our faculty publish and teach in the areas of Gender and Sexuality, Political Sociology, Sociology of Religion, Economic Sociology, Urban Sociology and Ethnography, and Chinese Society.



The Center for Comparative Research

The Yale Center for Comparative Research (CCR) promotes theory driven, empirically rigorous comparative and historical research into social life. We understand the terms “comparative” and “historical” quite broadly. By design there is no specific temporal, geographical or methodological focus. Some of our participants’ research projects compare countries in different historical periods; other projects take emergent groups, organizations or public policies as their units of analysis. We use a variety of methods and our collective scientific agenda is open and evolving. Current areas of interest include state formation; empire; social networks; religion and politics; comparative political economy; cultures of nationalism; postcommunist transitions; the constitution of racial and gender identities; patrimonialism; democracy, law and citizenship; social movements and class formations.



Center for Cultural Sociology

The Center for Cultural Sociology provides a focus for meaning centered analysis in the social science tradition, with openings to normative themes such as democracy, justice, tolerance and civility. Drawing on classical and contemporary social and cultural theory, CCS students and researchers develop concepts and methods that illuminate the cultural texture of social life at both individual and collective levels. They apply these to understanding the full range of activities and processes from local to global levels. Because culture is always closely intertwined with the patterning of social organization, the CCS is centrally concerned with institutional life and the intersection of culture with social structure. Its own institutional life is carried on through the ongoing Workshop, seminars and courses offered by CCS faculty and students, guest lectures from distinguished visiting scholars, and occasional conferences. Through activities such as these, CCS also provides a meeting point for the humanities and social sciences, both at Yale and beyond.



Center for Research on Inequality and the Life Course



The mission of the Center is to support empirical research on inequalities of social class, generation and gender and how they are brought about through processes across the life course. We are conducting a comprehensive research program on the social structure and the institutional contexts of life courses in contemporary societies. Substantively, our work focuses on human development and family formation, educational trajectories, vocational training, labor market entry, occupational careers and income trajectories, retirement and aging as well as corresponding social policies.



Urban Ethnography

Our aim is to develop a community of participant observers who are working in the traditions of DuBois, Park, Thomas, Blumer, Hughes, Drake and Cayton, Gans, Goffman, and Becker, among others. We hope to provide a forum that will bring fieldworkers of different generations together. While the promise of sociological fieldwork continually branches outward in new directions with varying philosophical and methodological approaches, we hope that coming together in this way will fortify and guide us as we think about the opportunities and challenges that lie ahead.



Concentration in Gender and Sexuality Studies

Gender is an important analytic category in just about all fields of the social sciences. Gender scholarship in the Yale Sociology department spans a wide array of substantive issues and theoretical and methodological approaches. Faculty work ranges from the microsocial construction of masculinities and femininities in everyday life to the gendered development of large-scale institutions like the market economy, the public sphere, law, and the modern state. Among other things, our research and teaching deal with the causes and consequences of gender identities and inequality in the context of families, communities, organizations and nation-states, covering diverse societies such as the Americas; European countries; China and Southeast Asia. Some of us study the gender dimensions of the transformation of global social and cultural networks.



We are also interested in how gendered social structures and identities shape men's and women's life course transitions, behavior, and outcomes. In particular, we have strong interests in the relationship of gender identity and sexuality; adolescent development; educational attainment; careers; family formation and fertility; health, and political action and participation. The intersection of gender with other social categories and processes involving race, ethnicity and class, and the challenging question of the relationship of gender to biological sex differences, animates some of our recent writings. Our work has inspired us, whether as members of the Women's Faculty Forum or other organizations, to promote gender scholarship and gender equity at Yale and beyond.



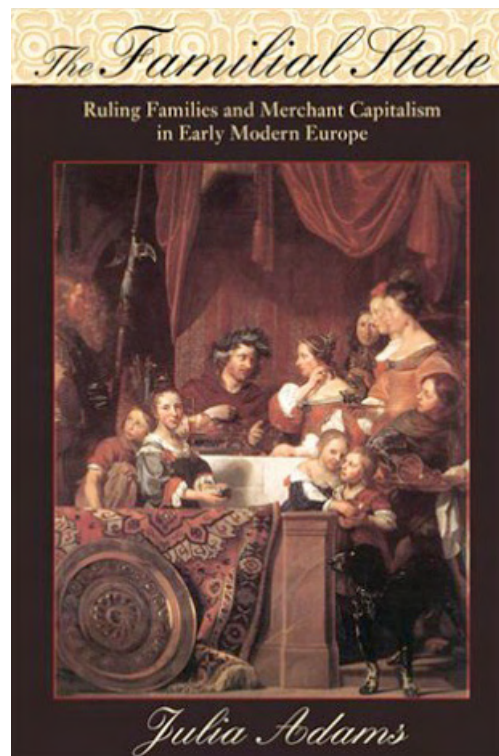
Julia Adams



Professor of Sociology, Professor in International and Area Studies, Joseph C. Fox Director, Fox International Fellowship, Co-Director, Center for Comparative Research (CCR)

Julia Adams teaches and conducts research in the areas of state formation; gender and family; social theory; early modern European politics, and colonialism and empire. She is currently studying large-scale forms of patriarchal politics and the historical sociology of agency relations. Her book *The Familial State: Ruling Families and Merchant Capitalism in Early Modern Europe*. (Cornell, 2005) won the Gaddis Smith Book Prize. With Elisabeth S. Clem-

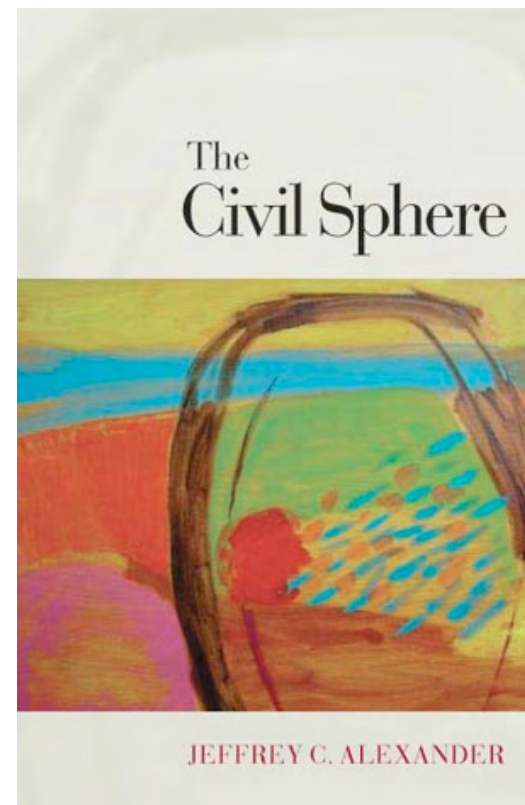
ens and Ann Shola Orloff, she edited *Remaking Modernity: Politics, History, and Sociology* (Duke, 2005). Her work has twice won the Barrington Moore Jr. Award for Best Article given by the ASA section in Comparative and Historical Sociology. Adams graduated from Reed College and did her graduate work in sociology (with a combined minor in history and anthropology) at the University of Wisconsin–Madison. She was previously the Arthur F. Thurnau Professor and Associate Professor of Sociology at the University of Michigan. She served as 2008–9 President of the Social Science History Association. At Yale she directs the Fox Fellowship Program; chairs the International Affairs Council and codirects the Center for Comparative Research and the Transitions to Modernity Workshop. She also co-edits (with George Steinmetz) the Series in Politics, History and Culture at Duke University Press.



Jeffrey C. Alexander

Lillian Chavenson Saden Professor of Sociology, Co-Director, Center for Cultural Sociology (CCS)

Jeffrey C. Alexander is the Lillian Chavenson Saden Professor of Sociology at Yale University. With Ron Eyerman, he is Co-Director of the Center for Cultural Sociology (CCS). Jeffrey Alexander works in the areas of theory, culture, and politics. An exponent of the “strong program” in cultural sociology, he has investigated the cultural codes and narratives that inform diverse areas of social life. His most recent paper in this area is “Cultural Pragmatics: Social Performance between Ritual and Strategy,” *Sociological Theory*, 22. He is the author of *The*



Meanings of Social Life: A Cultural Sociology (Oxford, 2003), *Cultural Trauma and Collective Identity* (with Eyerman, Giesen, Smelser, and Sztomпка, University of California Press, 2004), and *The Cambridge Companion to Durkheim* (2005), which he has edited with Philip Smith. With Bernhard Giesen and Jason Mast, he is the editor of *Social Performance: Symbolic Action, Cultural Pragmatics, and Ritual* (Cambridge, 2006). In the field of politics, Alexander has written *The Civil Sphere* (Oxford, 2006), which includes discussions of gender, race, and religion, as well as new theorizing about social movements and incorporation.

Rene Almeling

Assistant Professor of Sociology



Rene Almeling's research and teaching interests are in gender, markets, medicine, and genetics. She recently completed a book manuscript, *Sex Cells: The Medical Market in Eggs and Sperm*, which compares how reproductive cells, and the women and men who donate them, are culturally and economically valued. This project received the Outstanding Dissertation Award from the Medical Sociology Section of the American Sociological Association. Currently, she is interviewing genetic counselors for a new research project on genetic testing. She is also beginning a survey research project on women's experiences of in vitro fertilization. In the past, she

has collaborated on research about media depictions of obesity science and abortion training in obstetrics/gynecology residency programs. She received a B.A. in Gender Studies and Religious Studies from Rice University in 1998 and a Ph.D. in Sociology from UCLA in 2008. From 2008 to 2010, she was a Robert Wood Johnson Foundation Scholar in Health Policy Research at the University of California, Berkeley.



Elijah Anderson

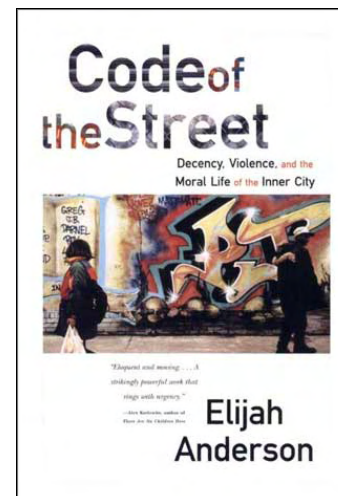
William K. Lanman, Jr. Professor of Sociology

Elijah Anderson is the William K. Lanman, Jr. Professor of Sociology at Yale University. Dr. Anderson is one of the nation's most eminent urban ethnographers. His books include *Code of the Street: Decency, Violence, and the Moral Life of the Inner City* (1999), winner of the Komarovsky Award from the Eastern Sociological Society; *Streetwise: Race, Class, and Change in an Urban Community* (1990), winner of the American Sociological Association's Robert E. Park Award for the best published book in the area of Urban Sociology; and the classic sociological work, *A Place on the Corner* (1978; 2nd ed., 2003). His work has appeared in the New York Times Book Review, the Washington Post, and the Atlantic Monthly, and he appeared on the NewsHour with Jim Lehrer.



Anderson has served in an editorial capacity for a wide range of professional journals and special publications in his field, including *Qualitative Sociology*, *Ethnography*, *American Journal of Sociology*, *American Sociological Review*, *City & Community* and *Annals of the American Academy of Social and Political Science*. Additionally, he has served as a consultant to a variety of government agencies, including the

White House, the United States Congress, the National Academy of Sciences, and the National Science Foundation. In April 2006, he held a conference at the University of Pennsylvania entitled "Poor, Young, Black, and Male: A Case for National Action?" His edited volume, *Against the Wall: Poor, Young, Black, and Male* (2008) is based on that conference. In Spring 2008, he organized an international ethnography conference at Yale, "Urban Ethnography..." He then edited a special double issue of *Ethnography* based on this conference (2009-10). His forthcoming book, *The Cosmopolitan Canopy: Race and Civility in Everyday Life*, will be published by WW Norton in March 2011.



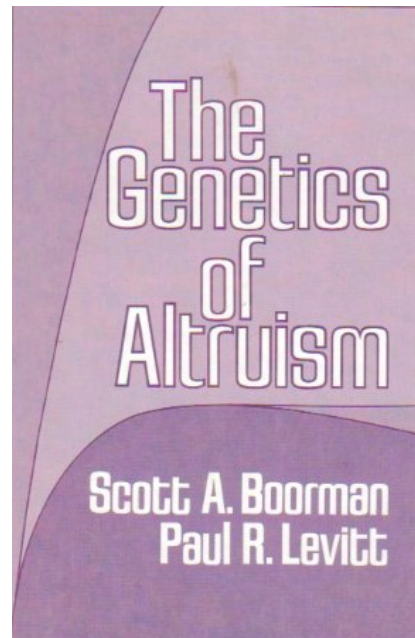
Scott A. Boorman



Professor of Sociology, Research Affiliate, Cowles Foundation for Research in Economics

Scott A. Boorman (Ph.D. Harvard University, 1973) was a Junior Fellow, Society of Fellows, Harvard University, 1970-73 and Professor of Public Policy and Economics at the University of Pennsylvania, 1974-76. He is a mathematical sociologist interested in developing new mathematical phenomenology for complex social structures and processes, as well as a graduate of the Yale Law School and a member of the Bars of New York and Massachusetts. His research in recent years has been in models for evolutionary biosoci-

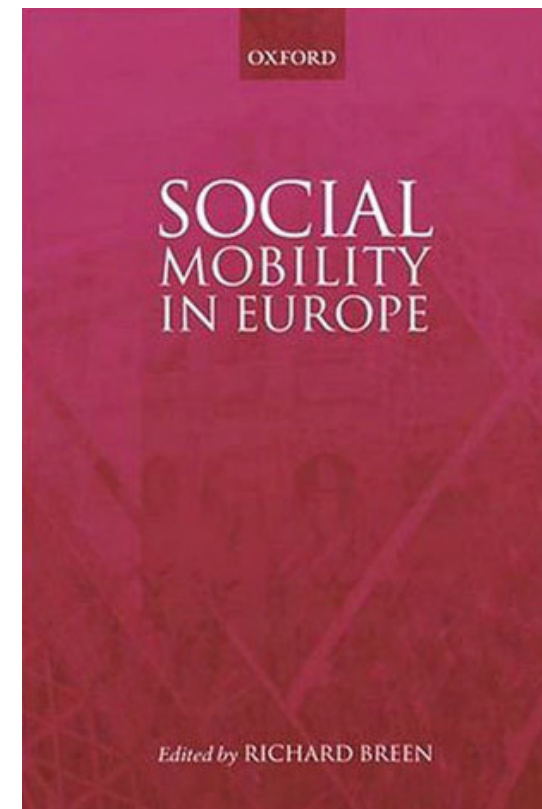
ology, blockmodel algorithms for the empirical description of social networks, and the theory of complex statutory evolution, and analysis of social processes that involve alternatives to rational choice. His publications include: *The Protracted Game: A Wei-ch'i Interpretation of Maoist Revolutionary Strategy* (1969); "Island Models for Takeover by a Social Trait Facing a Frequency-Dependent Selection Barrier in a Mendelian Population," *Proc. Nat. Acad. Sci. U.S.A.*, 1974, 71, 2103-2107; "A Combinatorial Optimization Model for Transmission of Job Information Through Contact Networks," *Bell Journal of Economics*, 1975, 6, 216-49; *The Genetics of Altruism* (1980) (with Paul R. Levitt); "Blockmodeling Complex Statutes: Mapping Techniques Based on Combinatorial Optimization for Analyzing Economic Legislation and Its Stress Points Over Time," *Economics Letters*, 1983, 13, 1-9 (with Paul R. Levitt); "Alternatives to Rational Choice: Analytical Outline of Substantive Area. Part I," Cowles Foundation for Research in Economics, Yale University, Cowles Foundation Preliminary Paper No. 001013 (October 13, 2000).



Richard Breen

Professor of Sociology, Director of Graduate Studies, Co-Director, Center for Research on Inequalities and the Life Course

Richard Breen joined the Yale Sociology faculty in January 2007. He was previously an Official Fellow of Nuffield College, Oxford, where he is still a Senior Research Fellow. He is a Fellow of the British Academy, a Member of the Royal Irish Academy and a member of Academia Europaea. His research interests are social stratification and inequality, quantitative methods, and the application of formal models in the social sciences. Richard is Co-Director of the Center for Research on Inequalities and the Life Course (CIQLE)



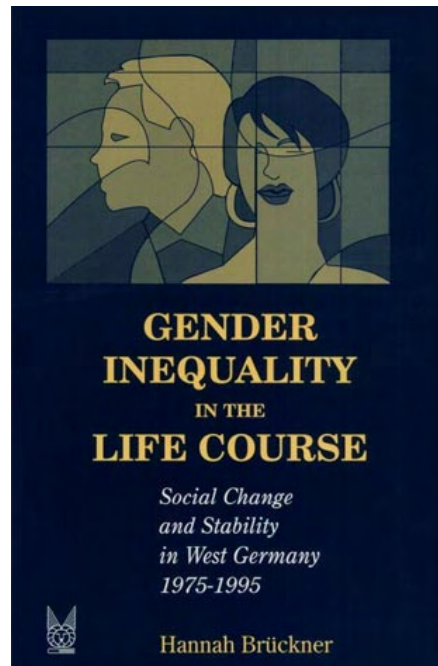
Hannah Brückner



Professor of Sociology, Co-Director, Center for Research on Inequalities and the Life Course

Hannah Brückner (Ph.D. University of North Carolina at Chapel Hill, 2000) works on a wide range of topics related to the life course, inequality, health, gender and sexuality. She is the author of *Gender Inequality in the Life Course* and has published numerous chapters and articles about gender inequality in the labor force and in retirement, and

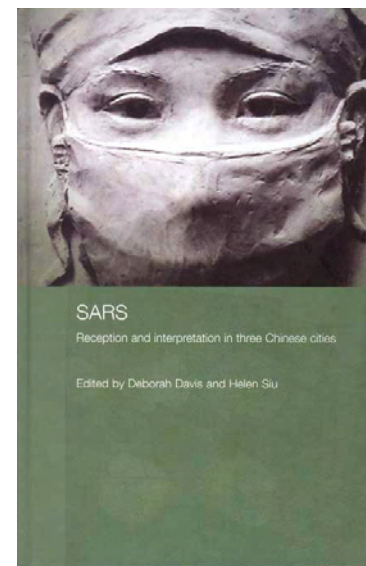
the integration of women in academic workplaces. Findings from her research on adolescent health and sexual behavior were featured in news media across the country, including the New York Times and 60 Minutes. Current research projects focus on adolescent romantic relationships and timing and sequencing of family formation and career development. She has a longstanding interest in quantitative methodology and the integration of biological and sociological explanations of social structure and human behavior. She has received an Andrew W. Mellon New Directions Fellowship and research grants from the Robert Wood Johnson Foundation and the Volkswagen Foundation. She is a member of the steering committee of the Women Faculty Forum and Co-Director of the Center for Research on Inequalities and the Life Course (CIQLE). The American Sociological Association featured research by Natalie Nitsche and Hannah Brückner in a press release announcing their paper, *Opting out of the family? Social Change in Racial Inequality in Family Formation Patterns and Marriage Outcomes among Highly Educated Women*. The paper was presented at the annual meeting of the ASA in San Francisco, CA, August 8th 2009.



Deborah S. Davis

Professor of Sociology

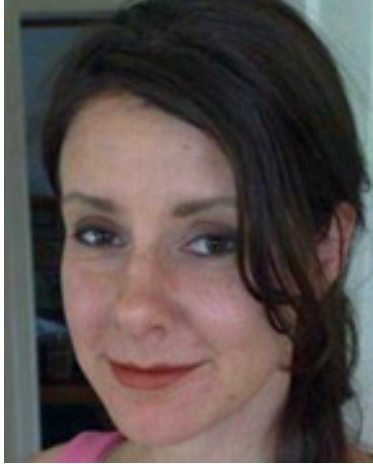
Deborah S. Davis (Ph.D. Boston University, 1979) work centers around historical and comparative sociology, inequality and stratification, contemporary Chinese society, and methods of fieldwork. Her primary teaching interests are historical and comparative sociology, inequality and stratification, contemporary Chinese society, and methods of fieldwork. In addition to teaching at Yale, she runs a summer fieldwork seminar where Yale students work collaboratively with students from Hong Kong and China. In past summers the seminar has investigated such topics as transformations of childhood consumption, changing concepts of privacy and property rights, the uses of public space in new and old residential communities in Hong Kong and Shanghai, and interaction of household and village level resources for predicting school attendance in rural Yunnan. Davis is currently a member of the National Committee on US China Relations and in 2004 helped launch the Yale China Health Journal. At Yale she has served as Director of Academic Programs at the Yale Center for the



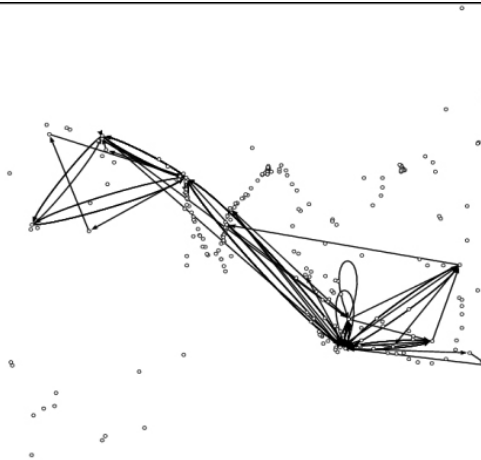
Study of Globalization, Chair of the Department of Sociology, Chair of the Council of East Asian Studies, Director of Graduate Studies in both East Asian Studies and Sociology, Member of the Publications Committee for Yale Press, co-chair of the Women's Faculty Forum and Member of the Tenure Appointments Committee for the Social Sciences. Past publications have analyzed the politics of the Cultural Revolution, Chinese family life, social welfare policy, consumer culture, property rights, social stratification and occupational mobility. In 2008 Stanford University Press published *Creating Wealth and Poverty in Post-Socialist China*, co-edited with Wang Feng. Currently she is completing a monograph entitled *A Home of Their Own*, a study of the social consequences of the privatization of real estate in urban China.

Emily Erikson

Assistant Professor of Sociology



Emily Erikson received her PhD from Columbia University. Her fields of research include social networks, social theory, comparative-historical research, and economic sociology. Most recently she completed a manuscript on the English-East Indies trade of the eighteenth century, *The Overseas Origin of Capitalism and the Idea of Free Markets*. She is interested in empirical research on the emergence and spread of markets and cultural dynamics. She is the Associate Editor of *Social Science History* and sits on the editorial board of *Sociological Theory*.

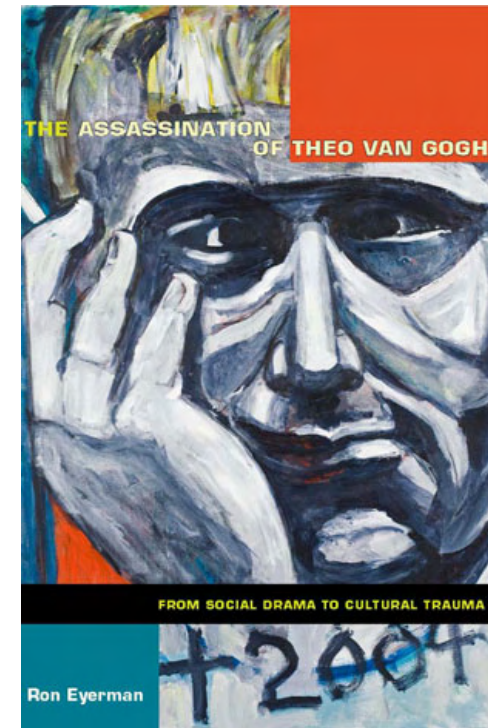


Trade Network of the English East India Company in Asia, 1620-4

Ron Eyerman

Professor of Sociology, Co-Director, Center for Cultural Sociology (CCS)

Ron Eyerman, Professor of Sociology, received his B.A. from the New School for Social Research, a Masters in Labor and Industrial Relations from the University of Oregon, and his Doctorate at the University of Lund, Sweden. He is the author of several recent books, including *Music and Social Movements* and *Cultural Trauma* both from Cambridge University Press and *Cultural Trauma and Collective Identity* from the University of California Press. His interests include cultural and social movement theory, critical theory, cultural studies and the sociology of the arts. He is Co-Director of the Center for Cultural Sociology (CCS) with Jeffrey C. Alexander. He has served as Director of Graduate Studies in sociology and chair of the Course of Study Committee.



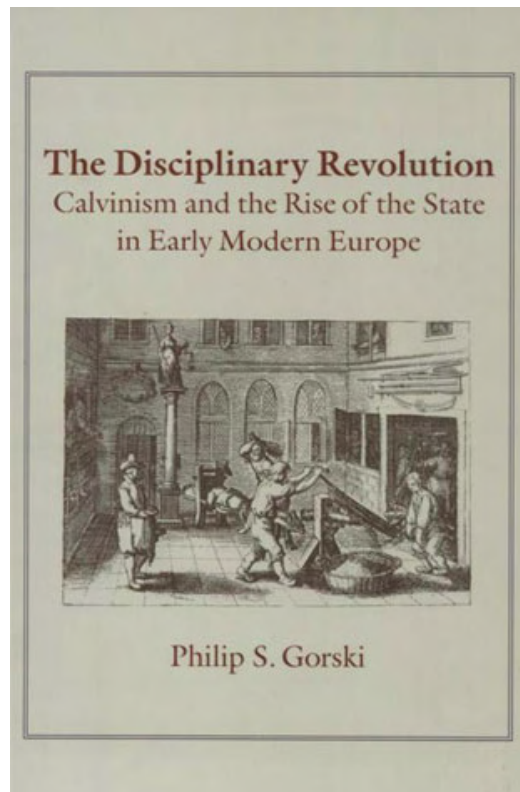
Philip S. Gorski



Professor of Sociology, Co-Director, Center for Comparative Research (CCR)

Philip S. Gorski (Ph.D. University of California, Berkeley 1996) is a comparative- historical sociologist with strong interests in theory and methods and in modern and early modern Europe. His empirical work focuses on topics such as state-formation, nationalism, revolution, economic development and secularization with particular attention to the interaction of religion and politics. Other current interests include the philosophy and methodology of the social sciences and the nature and role of rationality in social life. Among his recent publications are

The Disciplinary Revolution: Calvinism and the Growth of State Power in Early Modern Europe (Chicago, 2003); *Max Weber's Economy and Society: A Critical Companion* (Stanford, 2004); and "The Poverty of Deductivism: A Constructive Realist Model of Sociological Explanation," *Sociological Methodology*, 2004. Philip Gorski is Co Director (with Julia Adams) of Yale's Center for Comparative Research (CCR).



Sigrun Kahl

Assistant Professor in Political Science and Sociology

Sigrun Kahl received her PhD from Humboldt University (Berlin, Germany) in 2006. She is interested in how religion became embedded into the institutions of the modern state, in particular how religion has influenced the welfare state. Her dissertation, "Saving the Poor: How Religion Shapes Welfare-to- Work Policy in Europe and the United States" shows the developmental ties between historically dominant Christian denominations (Catholic, Lutheran, Calvinist/Puritan) and contemporary welfare-to-work strategies in the United States, the United Kingdom, France, Italy, Denmark, Sweden, and Germany. Courses she teaches include "Welfare States Across Nations" and "Religion and Politics."



Recent Articles:

- * Kahl, Sigrun (2009) Christian Social Doctrines and Poor Relief: A Different Causal Pathway, in: Kees van Kersbergen and Philip Manow (eds.): *Religion, Class Coalitions, and Welfare State Regimes*, Cambridge University Press.
- * Kahl, Sigrun (2005) The Religious Roots of Modern Poverty Policy: Catholic, Lutheran, and Reformed Protestant Traditions Compared, *Archives Européennes de Sociologie* (European Journal of Sociology), Vol. XLVI, 1, pp. 91-126.
- * Kahl, Sigrun (with Willem Adema and Donald Gray) (2003) Social Assistance in Germany, Labour Market and Social Policy Occasional Papers No. 58, Paris: OECD.

Vida Maralani

Assistant Professor of Sociology



Vida Maralani (Ph.D. UCLA, 2006) works on a range of topics related to social stratification and demography. She studies educational stratification and inequality, intergenerational processes, social demography, and the pathways that link education and health. Her work examines the connections between education and demographic processes such as marriage, fertility, and mortality, especially with regards to the intergenerational effects of increases in women's education. She also studies why different subgroups acquire different levels of schooling, differences in age patterns of school entry and comple-

tion, and how educational inequalities persist or change. Another line of research examines the role that schooling plays in the production of health inequalities, and whether and how these pathways differ across groups.

Recent Articles:

- * Vida Maralani (2010). The Changing Relationship Between Family Size and Educational Attainment over the Course of Socioeconomic Development: Evidence from Indonesia. *Demography*.
- * Vida Maralani (2007). The Transition to College from a Demographic Perspective: Past Findings and Future Possibilities *Teachers College Record*, 109:2287-2300.
- * Robert Mare and Vida Maralani. (2006). The Intergenerational Effects of Changes in Women's Educational Attainments. *American Sociological Review*, 71:542-564.

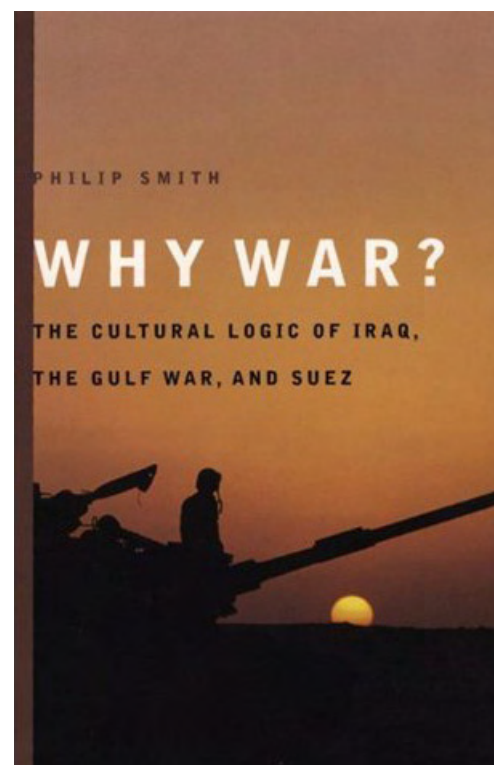
Philip Smith

Professor of Sociology, Associate Director, Center for Cultural Sociology (CCS)

Philip Smith (Ph.D. University of California, Los Angeles, 1993) researches in the areas of social and cultural theory, cultural sociology and criminology. Working mostly from a Durkheimian perspective, he is concerned with the role of symbolic codes, narratives, classifications, morality and rituals in social life and how these structure conflict, identity and action. Philip Smith is author of *Why War? The Cultural Logic of Iraq, the Gulf War and Suez* (Chicago, 2005), *Punishment and Culture* (Chicago, 2008), and is co-editor with Jeffrey Alexander



of *The Cambridge Companion to Durkheim* (Cambridge, 2005). He is also author of the benchmark textbook *Cultural Theory: An Introduction* (Blackwell, 2001)



which has been translated into Greek, Turkish, Korean and Chinese. Other textbooks include *The New American Cultural Sociology* (editor, Cambridge, 1998); *Researching the Visual* (with M. Emmison, Sage, 2000); and *Law, Criminal Justice and Society* (with K. Natlier, Sage, 2005). He has contributed around forty articles and chapters to venues such as: *The American Journal of Sociology*; *British Journal of Criminology*; *British Journal of Sociology*; *The Encyclopedia of Nationalism*; *The Encyclopedia of Peace, Violence and Conflict*; *The European Sociological Review*; *Theory, Culture and Society*; *Theory and Society* and *The Sociological Review*.

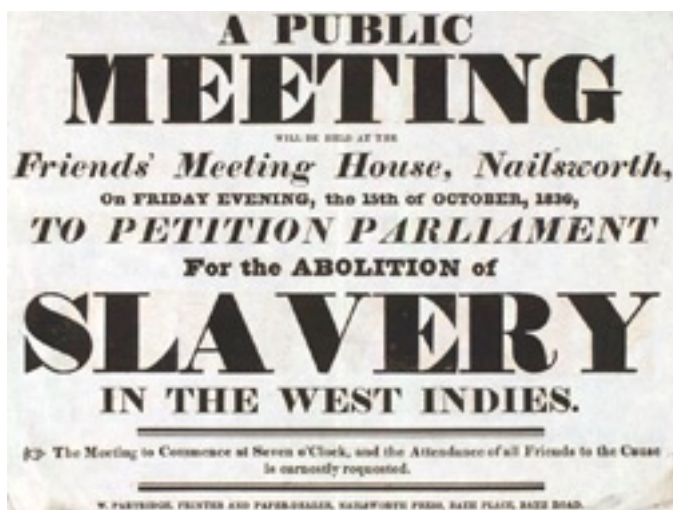
Peter Stamatov

Assistant Professor of Sociology



Peter Stamatov (Ph. D., University of California Los Angeles, 2006) works in the areas of sociology of culture and religion, comparative-historical sociology, and the sociology of global and transnational processes. He is currently completing a book manuscript entitled *Religion and Long-Distance Humanitarianism from the Beginnings of the European Expansion Overseas to the Modern Distant-Issue Movement*. It focuses on the contribution of religious organizations, from the Catholic religious orders in the sixteenth century to British Dissenting churches in the nineteenth century, to the institutional genesis of

modern forms of global solidarity. Another project in progress studies the role of religious organizations in the emergence of modern forms of popular politics in eighteenth-century Britain. He has also written on ethnicity and nationalism, as well as on the political implications of musical theater in nineteenth-century Italy.

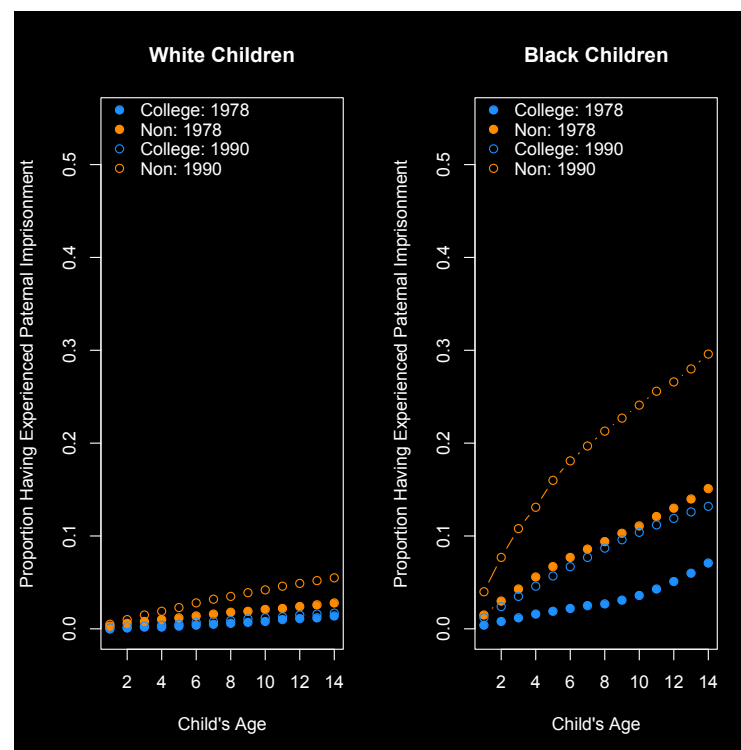


Christopher Wildeman

Christopher Wildeman is an assistant professor of sociology and faculty fellow at the Center for Research on Inequalities and the Life Course (CIQLE) at Yale University. He received his Ph.D. in Sociology and Demography from Princeton University in 2008. From 2008-2010, he was a Robert Wood Johnson Foundation Health & Society Scholar and postdoctoral affiliate in the Population Studies Center at the University of Michigan. His primary research and teaching interests revolve around the consequences of mass imprisonment for the American stratification system, with special emphasis on families, health and mortality, and child wellbeing. Current research projects consider the effects of parental incarceration on child homelessness, the consequences of mass imprisonment for population health and health inequities,



and the implications of mass imprisonment for inequality among American children. Christopher received the Dorothy S. Thomas Award from the Population Association of America in 2008, and his current research projects are funded by the Harry Frank Guggenheim Foundation, the Robert Wood Johnson Foundation, the Russell Sage Foundation, and the University of Kentucky Center for Poverty Research.



Jonathan Wyrzten

Assistant Professor of Sociology and International Affairs



Jonathan Wyrzten (Ph.D. Georgetown, 2009) is a comparative-historical sociologist with teaching and research interests in North African society and politics. He works on the areas of state formation; colonialism and empire; ethnicity and nationalism; urban and rural contentious politics; and Islamic social movements. He is completing a book manuscript titled, *Constructing Morocco: Colonial State- Building and the Struggle to Define the Nation (1912-1961)*, that examines the relationships among European imperial expansion, colonial policies of modernization and state formation, and the rise of Arabo-Islamic

nationalism in North Africa in the mid-20th century. This study also explores the central roles of three marginal groups – Imazighen (Berbers), Jews, and women – in defining Moroccan identity during the mobilization of anti-colonial nationalism. He is beginning another project comparing tribal insurgency movements against colonial states in the 1920s in North Africa and the Middle East.



The Sociology department offers two undergraduate programs leading to the B.A. degree. The standard program provides a rigorous introduction to sociological concepts, theories, and methods. The combined program — sociology with another subject — introduces students to sociological perspectives, principles, and research as a contribution to an interdisciplinary perspective on all fields in which social processes are relevant. Both programs provide rigorous training in research methods, including quantitative approaches, ethnographic field research, and historical-comparative analysis. Admission to the major: Students interested in the sociology major should complete at least one introductory course (110a-148a) by the end of the sophomore year. This course may be applied to meet the requirements of the major. Students who have not completed an introductory sociology course may be admitted to the major at the discretion of the director of undergraduate studies. All students interested in the sociology major should meet with the director of undergraduate studies no later than the beginning of the junior year to elect a program of study.

Courses in sociology are divided by level, with introductory courses numbered in the range from 100 to 149, courses in sociological theory from 150 to 159, courses in sociological methods from 160 to 169, intermediate courses from 150 to 299, advanced courses in the 300s, and individual study and research courses in the 400s. In addition, qualified students may elect to enroll in graduate courses, with permission of the instructor and of the director of graduate studies. A list of graduate courses and descriptions is available from the director of undergraduate studies.

Mildred Priest Frank Memorial Prize in Sociology (1984)

The Mildred Priest Frank Memorial Prize was established by Adam R. Rose, '81, in honor of his maternal grandmother. It is awarded each year to the graduating senior whose work in the Department of Sociology reflects the standards of excellence and love of people that characterize Mildred Priest Frank.

Program I: The Standard Program

The requirements for the standard program are:

1. Thirteen term courses in sociology, of which normally no more than two may be drawn from outside the Sociology department. At least one Sociology course must be at the introductory level, but no more than two introductory courses may count toward this total.
2. Two courses in sociological theory and two in sociological methods, normally completed by the end of the junior year. SOCY 151a, Foundations of Modern Social Theory, and 152b, Topics in Contemporary Theory, are the required courses for theory. SOCY 160a, Methods of Inquiry, and one additional Sociology course numbered between 161 and 169 are required for methods.
3. One advanced seminar in Sociology (SOCY 300-399).
4. A two-term senior essay and colloquium for students electing the intensive major. Students in the intensive major attend a yearlong biweekly colloquium (SOCY 493) that provides them with an opportunity to share their research experiences. Students in the nonintensive major take one additional 300-level seminar in Sociology and write a one-term senior essay in SOCY 491a or SOCY 492b.

Program II: Sociology with Another Subject

The combined program allows students to unite the study of sociology with the study of another discipline or substantive area, such as American studies, anthropology, biology, computer science, economics, history, philosophy, political science, psychology, religious studies, or an area program. The requirements are similar to the standard program. However, up to four courses from another department or program can be counted toward the requirements of the major. No more than two introductory courses in any department or program may count toward the total. The courses outside sociology must constitute a coherent unit alone and form a logical whole when combined with the sociology courses. The combined program allows students to design a program to satisfy their own substantive interests and future career plans. By the beginning of the junior year, participants in the combined program are expected to consult with the director of undergraduate studies in order to obtain approval for their course of study.

Sample Course Program

	Credits
Freshmen Year:	
Freshmen seminar and/or introductory lecture	1
Sophomore Year:	
Intermediate seminar and/or introductory lecture	1-2
Sophomore to Junior Year: Skill Foundation Core Courses	
Foundations of social theory (sophomore or junior year)	1
Contemporary social theory (sophomore or junior year)	1
Methods of inquiry (sophomore or junior year)	1
Second methods requirement: any course numbered 16x (junior year)	1
Junior Year	
Two intermediate or advanced seminars	2
Senior Year	
Senior essay (one-semester or two-semester)	1-2
Two to three advanced seminars	2-3
Total Credits:	13



Senior requirement for the non-intensive major

Students electing the non-intensive major take one additional seminar in sociology (SOCY 300-399) and write a one-credit senior essay during the final term of the senior year (SOCY 491a or SOCY 492b). The senior essay for non-intensive majors is intended to be an in-depth scholarly review and critical analysis based on secondary sources. The student is expected to extend some topic covered in one of the two required seminars (one of which is to be completed by the end of the first term of the senior year). All non-intensive majors are required to enroll in SOCY 491a or 492b to receive credit for the senior essay. To register for this course, students must submit a written plan of study approved by a faculty adviser to the director of undergraduate studies no later than the end of registration period during the last term of the senior year. The faculty adviser is normally the instructor of one of the two required seminars. Nonintensive majors are not eligible to graduate with Distinction in the Major.



Senior requirement for the intensive major

The intensive major gives students an opportunity to undertake a yearlong program of original research resulting in a contribution to sociological knowledge. The yearlong project requires substantial independent research and knowledge of a sociological subfield. Students select primary and secondary advisers from the faculty. Students in the intensive major enroll in SOCY 493 & SOCY 494, Senior Essay and Colloquium for Intensive Majors, during their senior year. The purpose of the colloquium is to provide a forum for discussing the research process and for presenting the student's research at various stages in its development. Intensive majors are eligible to graduate with Distinction in the Major if they meet the grade standards for distinction.

Courses and Enrollment

- Most of our classes offer intensive learning in small seminars. In fact, 75% of our courses are seminars.
- On average, we offer twenty-one courses, with a total enrollment averaging 440 students per semester. The average class size is around 21 students, but about half of our classes have ten or fewer students.
- We offer a variety of writing-intensive courses, regular freshmen seminars, as well as a quantitative reasoning class.
- Our core courses in social theory and social science research methodology provide a set of skills that is much appreciated by our graduates and include analytical thinking as well designing and conducting research projects.
- The flexibility of the program makes it attractive to pre-med students, athletes, and others with strong constraints on scheduling course work.

Examples for Courses Regularly Offered in Sociology

Freshmen Seminars

Sociology 015: Social Relations and Society
Sociology 021: Causes and Consequences of Mass Imprisonment
Sociology 035: Reproductive & Genetic Technologies

Introductory Lectures

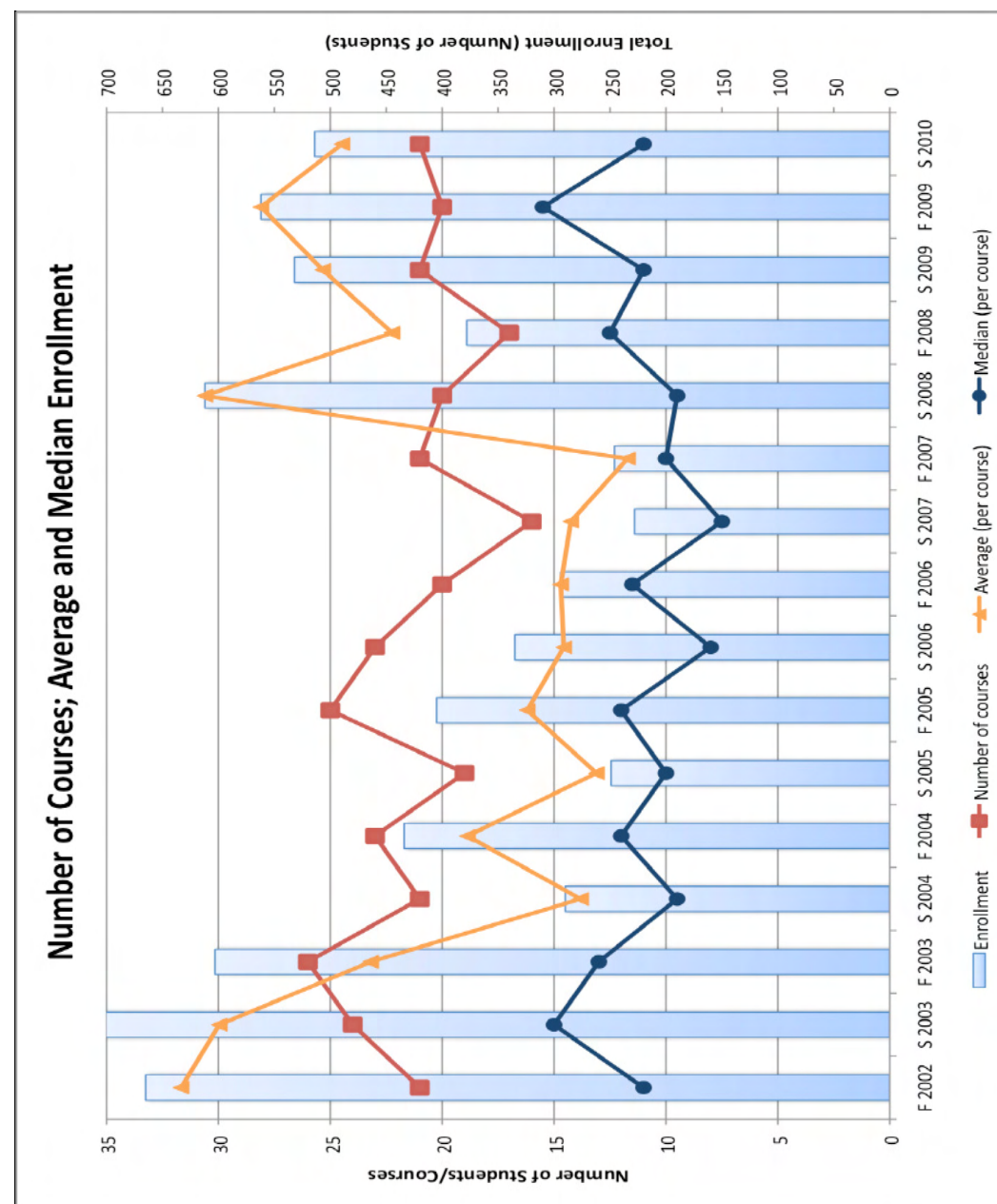
Sociology 115: Contemporary American Society
Sociology 141: Crime and Deviance
Sociology 134: Sex and Gender in Society

Intermediate Seminars

Sociology 216: Social Movements
Sociology 219: Economic Sociology
Sociology 221: Sex and Romance in Adolescence

Advanced Seminars

Sociology 314: Social Inequalities
Sociology 330: Civil Society and Democracy
Sociology 352: Material Culture and Iconic Consciousness

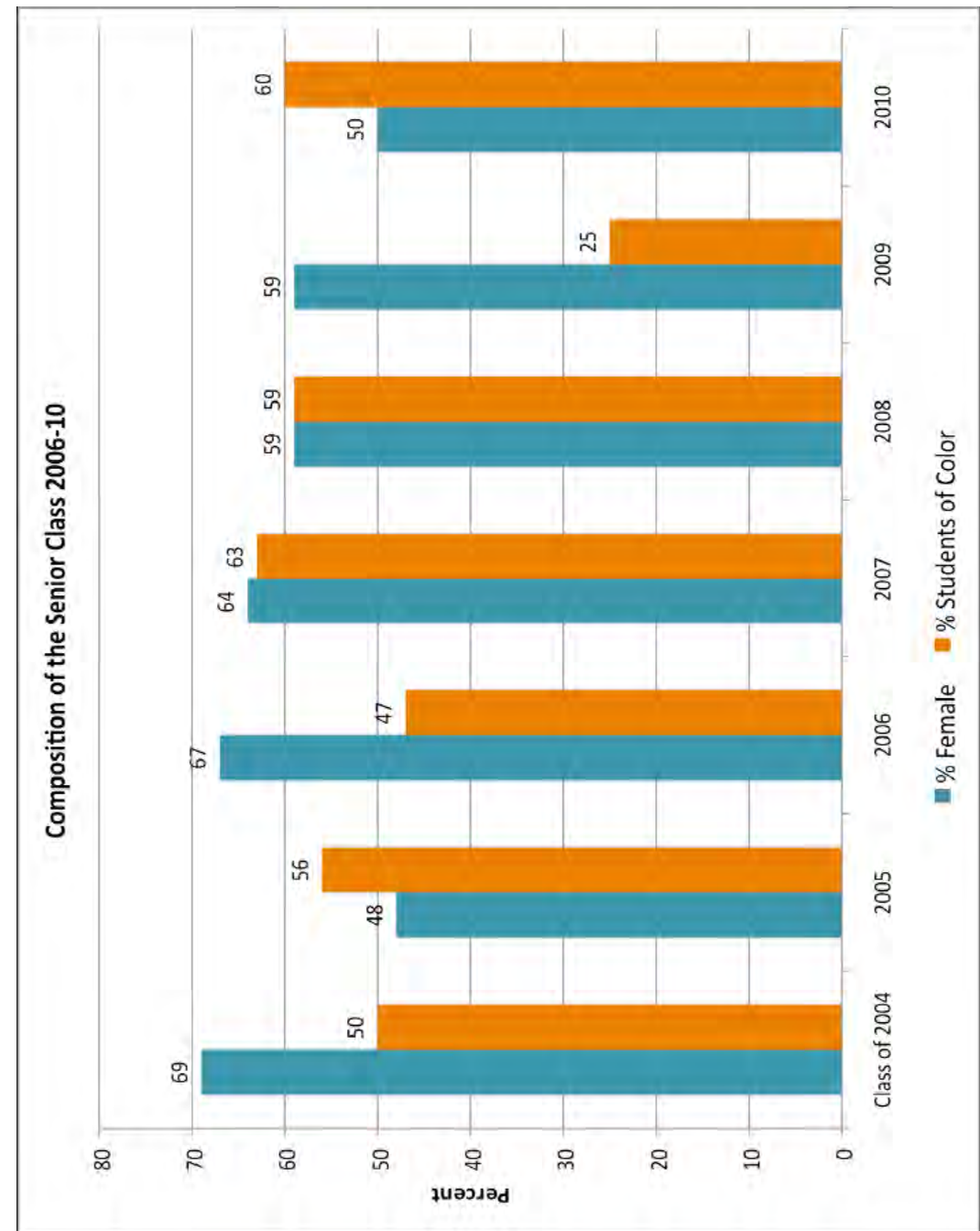
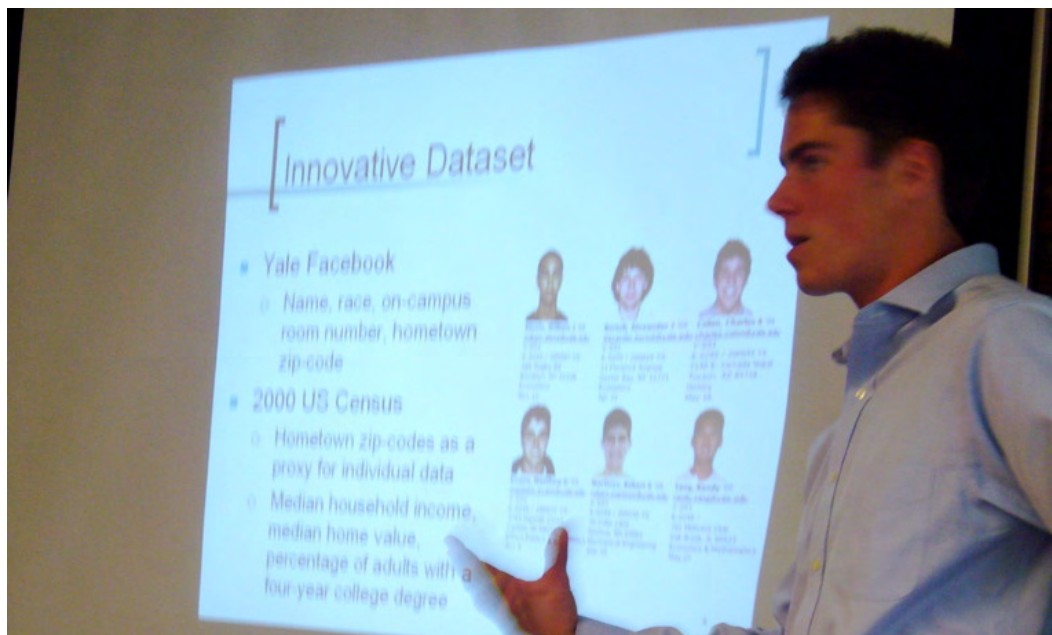
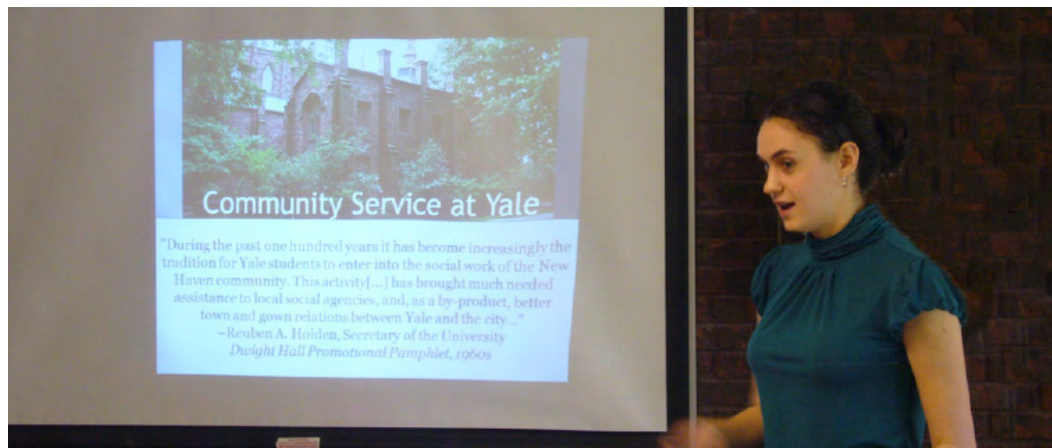


Note:

includes students enrolled in cross-listed courses who registered under the non-sociology course number. Based on enrollment data from the registrar.

Characteristics of Majors

- The majority of sociology students are female. However, in recent years we see a more balanced gender ratio.
- Students of color are strongly overrepresented among sociology majors, compared to the Yale College population.
- The program has an active undergraduate advisory board that supports the DUS in organizing the curriculum and social activities.
- There are regular study breaks sponsored by the program where majors socialize with each other, with faculty, and graduate students.



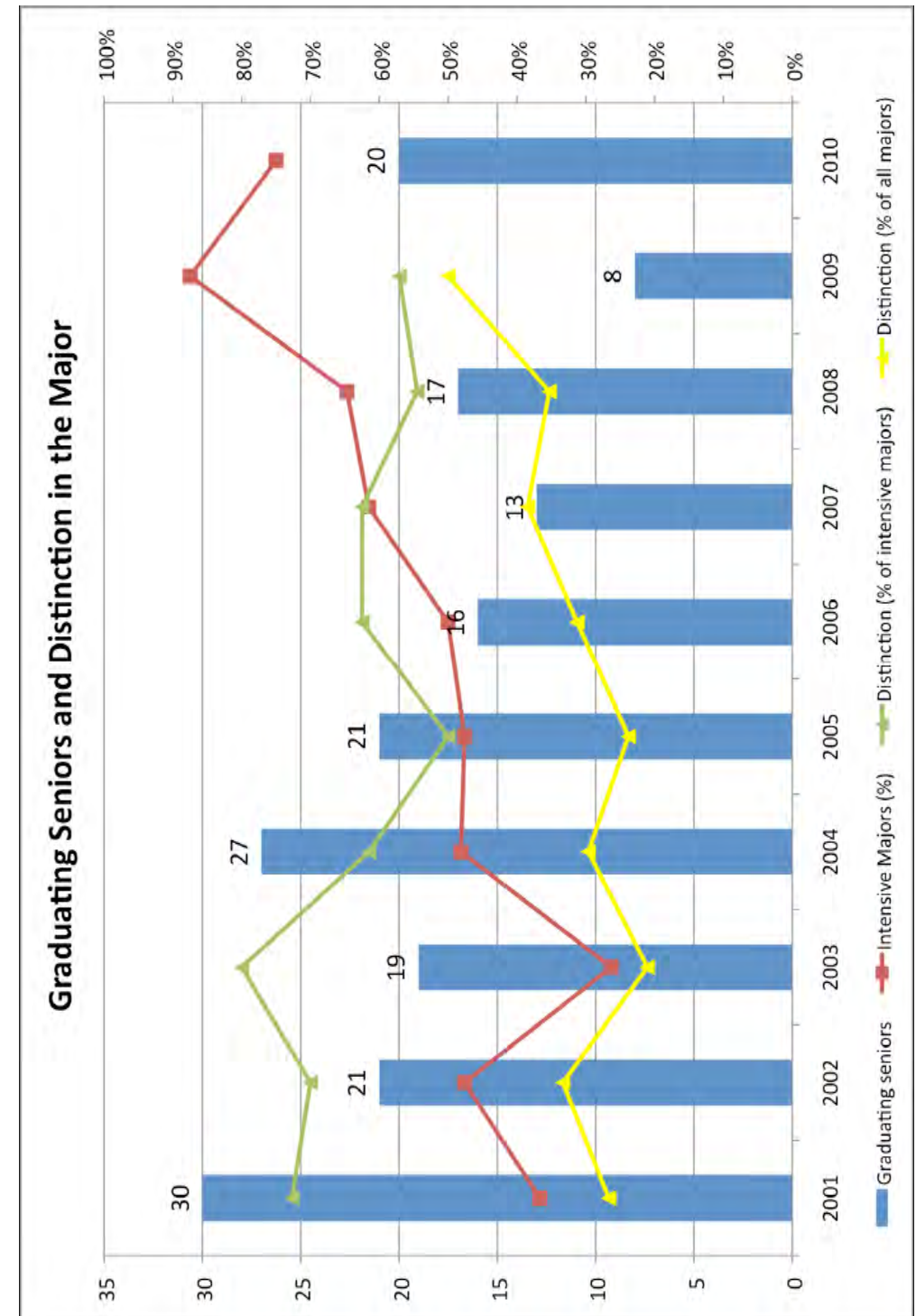
Note:

Figures for students of color include students of African, African American, Hispanic, and Asian background

Senior Essay Requirement and Distinction in the Major



- More and more students chose the intensive major, which requires a substantial senior essay with an original contribution to a field of the student's choice.
- The proportion of seniors who receive distinction in the major has somewhat increased in recent years, in keeping with the trend at Yale.
- A recent survey of graduates showed that students appreciate the senior essay requirement. Many emphasized the quality of advising and the overall learning experience.
- We provide small grants for senior essay research, thanks to a generous gift from Adam Rose '81.
- Mikkel Krenchel '09 received the Wrexham-Heinz prize for the best senior essay in the social sciences.



What Sociology Majors do after Yale

While the sociology major provides a solid foundation for students interested in careers in the social sciences, knowledge about social processes and how societies work is relevant for students interested in careers in law, public service, business, journalism, education, medicine, public health, environmental studies, and life sciences. Many of our recent graduates went on to law school (including Yale, Columbia University, Harvard, Chicago, University of Pennsylvania, UCLA, and Vanderbilt), medical school or public health (including Harvard and Columbia); and to graduate programs in business, education, urban planning, criminology and sociology (among others, Oxford, Arizona, Columbia, Princeton, MIT, and University of Pennsylvania). Others work in finance, consulting, publishing, marketing, city planning, teaching, research, and advocacy.

In fact, many well-known people who are not social scientists majored in sociology, for example:

Rev. Martin Luther King

Roy Wilkins, former head of NAACP

Rev. Jesse Jackson

Ronald Reagan (double major in sociology and economics)

Cardinal Theodore McCarrick, Archbishop Emeritus of Washington, DC

Saul Bellow, novelist

Emily Balch, 1946 Nobel Peace Prize winner (a social worker and social reformer)

Richard Barajas, Chief Justice, Texas Supreme Court

Regis Philbin, no-talent TV host

Dan Aykroyd, actor/Blues Brother

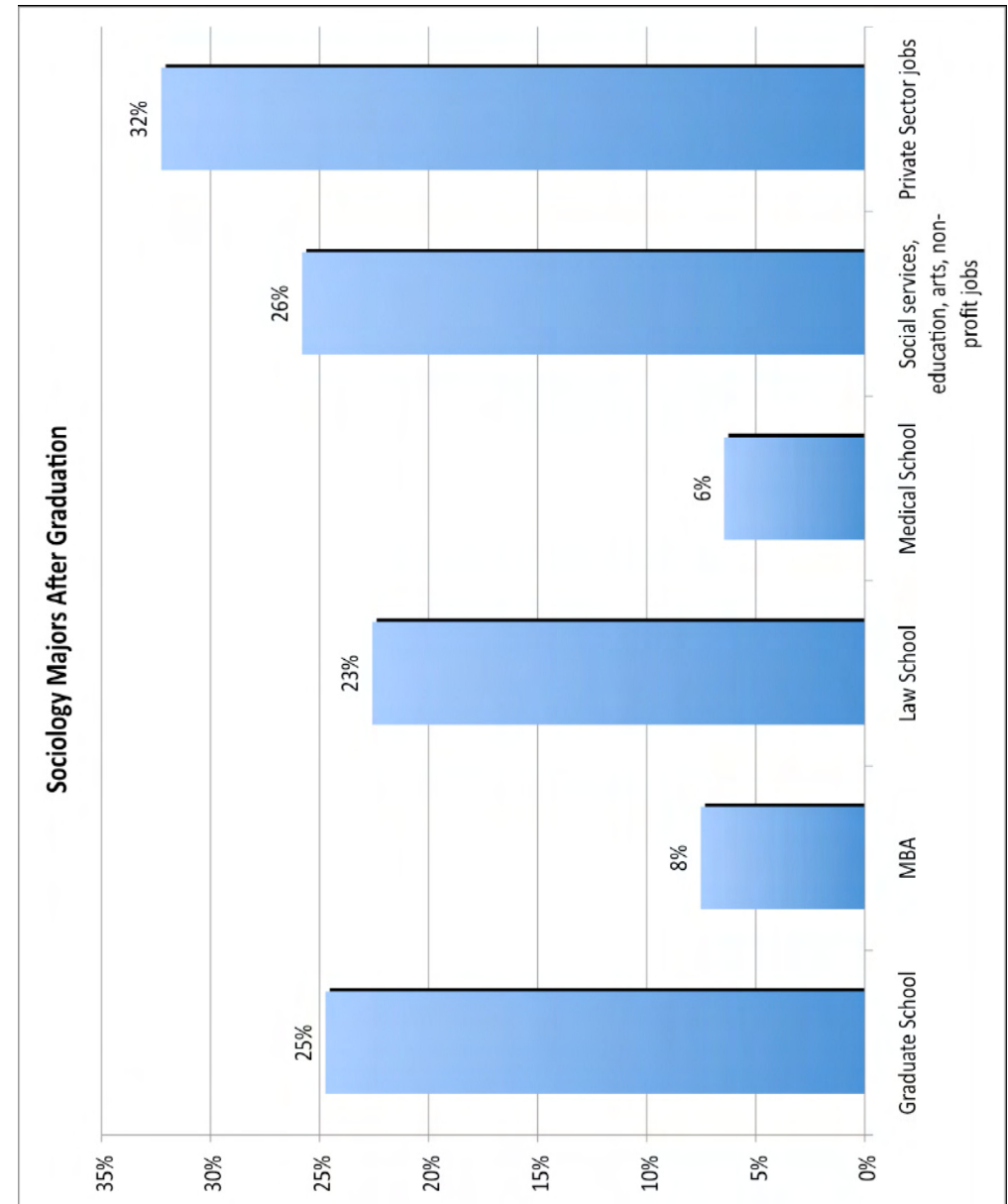
Robin Williams, actor/comedian

Paul Shaffer, bandleader on David Letterman Show (and before that, Saturday Night Live)

Shirley Chisholm (first black woman elected to Congress)

Maxine Waters (Congresswoman from Los Angeles)

Source: American Sociological Association



Notes:

Numbers are based on personal contacts, facebook, and internet research and include information for 93 of the 113 sociology majors who graduated between 2003 and 2008 (82%). Multiple activities per person are common so percentages add up to more than 100%.

Yale Journal of Sociology

The Yale Journal of Sociology (YJS) was launched in 2000 to promote the work of the Department's undergraduates. In 2003 it was extended to include research by the wider Department community. Issues include work by graduate students, faculty members, emeritus faculty, visiting fellows, Yale alumni and participants in our workshops, colloquia, and conferences. The aim of the YJS is to provide a window to sociological work at Yale, and to serve as a bridge with our alumni and the greater sociological community. We welcome submissions from all members of the Sociology Department, as well as suggestions for special topics, issues and papers. Full content of the YJS will be accessible for each issue on the web site, and a limited run of print copies will be made available from the Sociology Department.



Check out the sociology website @
www.yale.edu/sociology

Make sure to read the undergraduate news page @
www.yale.edu/sociology/undergraduate/news

Join the sociology site on the classes V.2 server to receive news, announcements, and updates about sociology@yale and to sign up for office hours with the DUS

To join, write to the Director of Undergraduate Studies or go to
<https://classesv2.yale.edu/portal>

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Sociology Project Website

Not sure what to major in?
Tired of looking over the same old parts of the blue book?
Thinking about a career in education, law, public health, business, consulting or public service?

Come learn about the Sociology major at Yale!

Meet with professors, current majors and graduate students to learn why Sociology might be a good choice for you at the Undergraduate Sociology Study Break in the Hall of Graduate Studies, Room 119, on Friday, February 27th at 5:30-7:30 pm.

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