Experience Princeton
The undergraduate population is approximately 5,250.

Students from nearly 100 countries outside the U.S. make up 11% of undergraduates.

Princeton’s financial aid comes in the form of grants that do not need to be repaid. Because students are not required to take out loans, 83% of recent seniors graduated debt free. Those who chose to borrow graduated with an average debt of $6,600.

The Princeton University Library has more than 8 million books in 10 buildings across campus.

42% of undergraduates are Americans of color.

The student-to-faculty ratio is 6-to-1.

98% of undergraduates live on campus.

Students may choose from 36 majors and 50 interdisciplinary certificate programs.

Princeton’s International Internship Program offers summer internships in approximately 60 countries.

Students participate in 300+ student organizations.

About 60% of students receive financial aid. The average annual grant for aid students admitted to the Class of 2019 is an estimated $46,350.
For more than 265 years, Princeton University has offered extraordinary educational opportunities to its undergraduates, equipping them to become leaders in their chosen fields. This viewbook will introduce you to many of the most remarkable features of this exceptional university and show you what it means to truly experience Princeton.

Princeton is a major research university with the feel of a small liberal arts college. Our students are encouraged to sample many different academic offerings before selecting a concentration. They engage in intensive and critical study, pursuing original research that culminates in a senior thesis. Within this viewbook, students describe in their own words their academic journeys, the support they receive and the relationships they form.

Princeton is also distinctive because of its focus on undergraduates. In these pages, you'll meet professors who believe in the importance of good teaching and of forming strong relationships with their students. They describe how much they relish the two-way exchange in the classroom; it is not unusual for them to discover that their teaching has had a discernible impact on their research. Experiencing Princeton means that learning never stops, even for world-renowned professors.

Learning doesn't stop outside the classroom, either. In the residential colleges, to which all students are assigned for their first two years, learning is integrated into daily living. These intimate residential communities become the nexus for friendship, scholarship and support. Freshman seminars are hosted by the residential colleges. Dinners with faculty and visitors are common occurrences, as are film festivals, writers' workshops, game nights, yoga and dance classes, intramural sports, and trips to New York City and Philadelphia for cultural events. In addition, academic support is available in the colleges from a network of peer tutors, college staff and faculty advisers.

Princeton has the resources to ensure that your academic and social encounters are varied and fulfilling. We comb the world for superb students; here, you will meet undergraduates from all backgrounds. You'll also enjoy opportunities to study internationally and to explore internships and service programs abroad.

Finally, Princeton is special because of its generous financial aid policy, which is available to domestic and international students. If Princeton is the right place for you, and you qualify for assistance, we will make a Princeton education possible. In other words, you are not at a disadvantage in our admissions process if you require financial aid. Our need-based scholarships, built on grants rather than loans, make a Princeton education affordable to students from families of all income levels. About 83 percent of recent seniors graduated without debt. For the remaining 17 percent of recent graduating seniors who chose to borrow, usually for additional expenses such as a laptop computer or an unpaid internship, the average debt at graduation was $6,600.

I hope you will find the stories and information in this viewbook inspirational. Staff members in the Offices of Admission and Financial Aid are available to answer your questions.

Welcome to Princeton.

Sincerely,

Janet Lavin Rapelye
Dean of Admission
Princeton University is a one-of-a-kind place. We are one of the top research universities in the world, with a distinctive emphasis on undergraduate education. Chartered in 1746, Princeton is the fourth-oldest college in the nation. Our campus is known for its natural and architectural beauty. Princeton’s approximately 5,250 undergraduate students are part of a vibrant community of scholarship and service, and we aim to enroll the most talented students from all parts of the world, regardless of their financial circumstances.

At Princeton, you will have endless opportunities …

To Learn. [pages 4–29] As a Princeton student, you will have an educational experience that deepens your intellect, sharpens your skills and expands your horizons. You will benefit from an academic environment focused on undergraduates, where faculty devote much of their time and energy to teaching and advising students. From ancient Greek to neuroscience, your course of studies will be broad, varied and stimulating.

To Grow. [pages 30–41] With students, faculty and staff from all over the world, Princeton is committed to building a diverse campus community where students from a range of cultural, ethnic, religious and socioeconomic backgrounds pursue new interests and learn from each other. We also encourage you to explore life outside of Princeton through a variety of programs that enable you to study across the globe.

To Connect. [pages 42–55] Life at Princeton offers ample amounts of time for social interaction, extracurricular activities and building informal relationships with students and faculty outside the classroom. Our close-knit, residential campus allows you to quickly form bonds with other students. Soon after you arrive on campus, you likely will consider Princeton your second home.

To Lead. [pages 56–63] Our objective is to prepare students to become leaders who address the challenges of the future. Princeton students are instilled with a commitment to serve and the University offers many opportunities for civic engagement. Our graduates leave Princeton ready to make a difference.

To Make Your Mark. [pages 64–71] Today’s Princeton has been shaped by generations of students and alumni before you, and now you will have your chance to shape Princeton for future generations. Find out about Princeton’s admission process and generous financial aid policy.

Learn more. Office of Admission admission.princeton.edu

Read blogs written by Princeton undergraduates. admission.princeton.edu/blogs
To Learn

Time Flies, You Soar

Never stop thinking. Question your assumptions. Employ the skills of many disciplines to approach and solve a problem. Relish the liberty of dabbling in what fascinates you, what mystifies you and, yes, what you love.

Princeton doesn’t just encourage these approaches to learning from its students; it demands them. For more than 265 years, we have been unraveling the possibilities, ensuring that all who pass through FitzRandolph Gate will have endless opportunities to reach their potential.

In the classroom, time will fly faster than you can imagine. You will learn the power of language and moral reasoning, the thrill of scientific discovery and the insights of history. You will encounter ancient and modern ideas that motivate you. You will develop an aesthetic sense that helps you appreciate great works of art. You will acquire knowledge in a laboratory and in a studio, working independently and in collaboration with your peers and professors. You will experience in every way the joy of reaching beyond your comfort zone. You will create. And when you leave, you will be transformed and you will soar, ready to achieve, serve and lead.
A Major Research Institution With a Liberal Arts Core

Princeton is recognized globally for academic excellence and is consistently ranked among the top-tier research universities in the world. Our faculty members are leaders in their fields, conducting research at the highest level. Their groundbreaking research is supported by some of the best facilities in the world, including: a library system with more than 8 million books, original documents and digital holdings; the Frick Chemistry Laboratory; the Icahn Laboratory that houses genomic research; and the new, state-of-the-art Princeton Neuroscience Institute and Peretsman Scully Hall for Psychology. The Andlinger Center for Energy and the Environment will open in fall 2015, where researchers and students will focus on ways to move beyond our dependence on fossil fuels.

At the same time as being a major research institution, Princeton is a small university that began as a liberal arts college. In this tradition, our faculty members encourage and challenge every student to explore the many academic opportunities available before settling on a concentration (major). This emphasis on exploration often leads students to major in areas very different from their original intentions.

Even after selecting a major, students may further chart their academic course in other areas of study, earning certificates in interdepartmental programs. In every instance, our students are expected to engage in intensive and critical study, and to transcend the boundaries of specialization.

Students also benefit from the interdisciplinary connections at the core of the Princeton curriculum. Classes bridge perspectives from different departments, and various interdisciplinary centers connect faculty, students and researchers across campus. You can, for example, take a course such as “America Then and Now,” which has been team-taught by rotating faculty in African American studies, art and archaeology, English, history and politics.

Our classrooms are populated by students from a variety of backgrounds who offer a range of perspectives. They provide a sounding board for a diversity of opinions, a place where good ideas are shared.

The Honor Code

Princeton students take all written examinations without a faculty proctor. They assume full responsibility for honesty and conclude each examination with a written pledge that they have abided by the Honor Code. Princeton’s honor system has existed since 1893.
On the Benefits of a Liberal Arts Education

“It consists in the power to distinguish good reasoning from bad, in the power to digest and interpret evidence, in a habit of catholic observation and a preference for the nonpartisan point of view, in an addiction to clear and logical processes of thought and yet an instinctive desire to interpret rather than to stick to the letter of the reasoning, in a taste for knowledge and a deep respect for the integrity of the human mind.”

Woodrow Wilson, Princeton’s 13th president and Class of 1879

“One of the great gifts of college life, and one of the defining insights of liberal arts education, is that you can and must prepare for important things to come without knowing exactly what they are. You will inhabit a world in the years to come defined by possibilities that are almost unlimited.”

Christopher L. Eisgruber, Princeton’s 20th president and Class of 1983
Our Academic Offerings

Study what you love. At Princeton, you have the freedom to explore your intellectual interests and follow your passions. Any field you choose will teach you to think critically, solve problems, express yourself clearly, broaden your understanding of the human experience and prepare you for success in professional careers, postgraduate studies or whatever path you may choose after Princeton.

Degrees and Programs

Princeton offers two bachelor’s degrees: a bachelor of arts (A.B.) and a bachelor of science in engineering (B.S.E.). You can choose from among 36 majors and 50 interdepartmental certificate programs. In lieu of existing programs, you may apply for an independent concentration. Princeton provides all students with a common language and common skills as part of a liberal arts education.

While students can study within and across different disciplines, all students apply to Princeton and not to individual departments, programs or schools. Students select an academic major after freshman year for B.S.E. candidates and after sophomore year for A.B. candidates, and also may earn certificates in other areas of interest. For example, a molecular biology major may earn a certificate in African American studies, an electrical engineering major may earn a certificate in visual arts, or a major in the Woodrow Wilson School of Public and International Affairs may earn a certificate in sustainable energy.

After Princeton

- More than 90 percent of the Class of 2014 confirmed achieving their post-graduation plans, whether career or further education, within six months of graduation.
- Acceptance rates of Princeton graduates to medical schools routinely range from 80 to 90 percent. At many of the top 10 medical schools, Princeton applicants were recently admitted at two to three times the national acceptance rate.
- Recent applicants to the top 10 law schools were admitted at twice the overall rate.
B.S.E. Degree

Programs of study in the School of Engineering and Applied Science lead to the degree of bachelor of science in engineering. Students can major in one of the following academic departments:

- Chemical and Biological Engineering
- Civil and Environmental Engineering
- Computer Science
- Electrical Engineering
- Mechanical and Aerospace Engineering
- Operations Research and Financial Engineering

The course of study for the B.S.E. includes the following:

- During the four years of study, completion of a minimum of seven courses in the humanities and social sciences, including one course from four of the following six areas:
  - Epistemology and cognition
  - Ethical thought and moral values
  - Foreign language
  - Historical analysis
  - Literature and the arts
  - Social analysis

- Completion of a minimum of eight courses by the end of freshman year, including a freshman writing seminar.

- In spring of freshman year, selection of a major to pursue during sophomore, junior and senior years.

- By the end of sophomore year, completion of the equivalent of the following:
  - Four semesters of mathematics
  - Two semesters of physics
  - One semester of chemistry
  - One semester of computer science

- Completion of a minimum of 17 courses to begin junior year.

Certificate Programs

Students also can choose from among 50 certificates of proficiency, which offer a chance to pursue focused study that supplements the primary work of their major.

- African American Studies
- African Studies
- American Studies
- Applications of Computing
- Applied and Computational Mathematics
- Architecture and Engineering
- Biophysics
- Cognitive Science
- Contemporary European Politics and Society
- Creative Writing
- Dance
- East Asian Studies
- Engineering and Management Systems
- Engineering Biology
- Engineering Physics
- Environmental Studies
- Ethnographic Studies
- European Cultural Studies
- Finance
- Gender and Sexuality Studies
- Geological Engineering
- Global Health and Health Policy
- Hellenic Studies
- History and the Practice of Diplomacy
- Humanistic Studies
- Jazz Studies
- Judaic Studies
- Language and Culture
- Latin American Studies
- Latino Studies
- Linguistics
- Materials Science and Engineering
- Medieval Studies
- Musical Performance
- Near Eastern Studies
- Neuroscience
- Planets and Life
- Quantitative and Computational Biology
- Robotics and Intelligent Systems
- Russian, East European and Eurasian Studies
- South Asian Studies
- Statistics and Machine Learning
- Sustainable Energy
- Teacher Preparation
- Technology and Society
- Theater
- Translation and Intercultural Communication
- Urban Studies
- Values and Public Life
- Visual Arts
The Roads They Took

**Arna Ionescu Stoll**

**Class year:** 2000  
**Major:** Computer Science, B.S.E.  
**Certificate:** Dance  
**Career:** Founder and principal at Triody, executive product leadership for a portfolio of early-stage companies  
I entered Princeton as a ballet-dancing math/science girl who liked calculus and who spent every evening in the ballet studio. I left Princeton with a broad set of passions and an inkling of the unique path I would follow to bring them all together.

My coursework outside of engineering surprised me. I never expected to love psychology, cognitive science and philosophy. It was junior year when I realized that my calling was at a new intersection of fields called human-computer interaction.

I did not follow a standard path, in part because my career didn’t quite exist when I was at Princeton. But Princeton prepared me nonetheless by ensuring that I developed multiple dimensions.

Princeton gave me a foundation from which I could not only build a career, but contribute to an emerging profession.

**Dan-el Padilla Peralta**

**Class year:** 2006 (Class Salutatorian)  
**Major:** Classics  
**Career:** Lecturer in the Department of Classics, Columbia University  
I majored in classics at Princeton, growing tremendously as a scholar and person in large part because of the time and care my professors invested in me. My professors tutored me in the finer points of classical literature and history; taught me how to write an academic essay; opened my eyes to exciting intellectual developments not just in classics, but in other fields; and, above all else, familiarized me with the international scope of classical studies.

With the help of Princeton’s Daniel M. Sachs Class of 1960 Scholarship, I attended the University of Oxford after graduation and earned a master’s in Greek and Roman history. I completed my Ph.D. in classics at Stanford University, and have been a Mellon Research Fellow and lecturer in classics at Columbia University. I recently accepted a position as an assistant professor of classics at Princeton and am looking forward to returning to campus starting July 2016.

I’ve also written my memoir titled “Undocumented: A Dominican Boy’s Odyssey From a Homeless Shelter to the Ivy League,” which describes how a humanistic education pushed me to think more rigorously about American society and my place in it — as an immigrant from the Dominican Republic, as a man of color, as a diverse voice striving to make a difference within as well as outside of academia. That humanistic education was what I prized most about my undergraduate experience.

**Sophie Kallinis LaMontagne**

**Class year:** 2000  
**Major:** Molecular Biology  
**Career:** Co-founder and co-owner of Georgetown Cupcake; starred on TLC’s television series “DC Cupcakes”; best-selling author  
Ever since we were little girls, my sister and I would always talk about and toy with the idea of starting a bakery together. We opened Georgetown Cupcake, in Washington, D.C., on Valentine’s Day 2008, and it’s been a whirlwind since.

So how did I get from molecular biology to my dream job? My decision to start Georgetown Cupcake was the moment when it all came together; I had taken the things that I loved and the things that I knew and made them my career. To be sure, my degree in molecular biology did not teach me how to bake. Nor did it teach me how to run a business. However, my education at Princeton was a key ingredient in this mix of my professional development; all those late nights in the molecular biology lab enabled me to satisfy my urge to experiment and deepened my appreciation for, and understanding of, how things progress from simple to complex. That has helped me run and grow my business of making the best cupcakes in the world.
Exercise Your Brain

Feel the burn. At Princeton, we will stretch your mind and challenge your imagination. Our academic program will enable you to develop your scholarly talents and discover new intellectual pursuits. From freshman seminars to the senior thesis, we will empower you to become an independent thinker and contribute your own ideas to original scholarship.

The Experience

Freshman seminars. Small class settings where first-year students work with professors on special topics. Seminars prompt students to think deeply and bring ideas to the table. About 75 seminars on a wide range of topics are offered annually and are hosted in the residential colleges.

Writing seminars. Small, intensive courses that focus on intellectual inquiry across diverse fields of study. Freshmen investigate a shared topic with peers and receive guidance on key elements of academic research and writing.

Precepts. A central feature of the Princeton undergraduate academic experience that dates back to 1905. Precepts are a component of humanities or social science lecture courses. Instructors promote stimulating discussion and debate among small groups of students.

Independent Work

An opportunity to pursue original research and scholarship under the mentorship of a faculty member. All bachelor of arts (A.B.) candidates complete junior papers or projects and a senior thesis. Almost every bachelor of science in engineering (B.S.E.) candidate completes a senior thesis or a substantial research project.
The Senior Thesis

The senior thesis is the culmination of your academic work at Princeton. Students choose thesis topics based on their passions.

Mohammad Mousavian

**Class year:** 2015  
**Hometown:** Princeton, New Jersey  
**Department:** Near Eastern Studies  
**Senior thesis topic:** A comprehensive study of rural health care in central Iran, from the eyes of the patients and the government.

**Faculty adviser:** Mirjam Künkler, assistant professor of Near Eastern studies

**Senior thesis experience:** Public health has always been a passion of mine, especially with regard to rural Iran. Iranian rural health care has received a great deal of attention by policymakers in recent years, though not much by researchers, on the quality, affordability and availability of health care. Current published studies have limitations, such as restrictions on the amount of facts that can be published, or lack of field data to strengthen hypotheses and results. I believe my thesis is at an advantage because I interviewed government officials in the Ministry of Health and Medical Education, as well as patients. I spoke directly with a dozen patients in two villages in the province of Isfahan during summer 2014.

Iran’s referral system is one of the most fundamentally patient-oriented and principally efficient health care systems in the world. However, my research suggests that because of a lack of competent management and imbalanced fund allocations, as well as an inefficient and time-consuming insurance system, the structural advantages of the system have been discounted. There is, however, hope and potential for change and improvement.

I am grateful to Princeton for not only allowing me to study my passion under the supervision of world-class professors, scholars and advisers, but also for financially facilitating my research in Iran.

**After Princeton:** I will be attending the University of Pennsylvania School of Dental Medicine to pursue my dream of becoming an oral surgeon, and hopefully continue to be involved in public health.

David Dyrd

**Class year:** 2015  
**Hometown:** Orland Park, Illinois  
**Department:** Mechanical and Aerospace Engineering  
**Senior thesis topic:** Developing a cubic-inch robotic arm

**Faculty adviser:** Robert Stengel, professor of mechanical and aerospace engineering

**Senior thesis experience:** Ever since my childhood I have been fascinated with robots — the way they move autonomously and perform actions repeatedly without error. Large robots have been integrated successfully into industry, making the automotive and manufacturing industries swift and consistent in their production of goods. Robotic arms, a class of robots effective at moving objects within a predetermined area, have also made their way into the operating room, assisting surgeons with invasive procedures that require pinpoint accuracy. Recently, with the advance of manufacturing techniques on a small scale, it has become possible to consider miniaturizing robotic arms, making them useful in a big new way. For instance, miniature robotic arms could be used to assist internal surgery, where space is limited and precision is a premium.

For my senior thesis, I’ve confronted some of the major issues associated with the miniaturization of robotic arms. For instance, robotic arms, when active, take up a large area due to their long, slender configuration. I spent a lot of time formulating a design concept that enables the robotic arm to fold up inside a much smaller and more regular rectangular shape.
In addition, with such limited space, it is difficult to provide the power needed to control each arm segment. I considered both traditional motor controlled designs and more exotic shape-memory alloy design concepts. Once I came up with a preliminary design, I brought my project to life using a 3-D printer, which enabled me to produce a plastic prototype of the robotic arm. The ultimate goal of this project is to assemble a robotic arm that is capable of lifting objects as small as a grain of sand and that occupies roughly one cubic inch of volume.

For me, the hands-on aspect of my senior work is by far what makes it such a meaningful and rewarding project. Engineering students spend many hours in the classroom learning the theory required to produce novel design concepts, yet part of the job description of an engineer is to actually bring those ideas into existence. By taking a project through the theoretical, design and manufacturing stages, I learned a great deal about what it takes to produce a reliable product. It was exciting for me to take everything I had learned during my years at Princeton and apply it to produce a product that has never been thought of previously.

**After Princeton:** I plan to earn a Ph.D. in aerospace engineering.

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**Yessica Martinez**

**Class year:** 2015  
**Hometown:** Medellín, Colombia, and New York City  
**Department:** Comparative Literature  
**Senior thesis topic:** A book of poetry inspired by traveling along the U.S.-Mexico border  
**Faculty adviser:** Tracy K. Smith, professor of creative writing  
**Senior thesis experience:**  
As a freshman, I never thought I would be writing a senior thesis about poetry. But in the spring of my freshman year I took a course with poet Michael Dickman, who introduced me to the beauty and transformative power of poetry. I’ve taken poetry classes almost every semester since, and I am now working on a book of poems with professor and Pulitzer Prize-winning poet Tracy K. Smith.

Many of my poems are derived from my experience last summer at the U.S.-Mexico border. As a recipient of the University’s Alex Adam ’07 Award, I traveled the full length of the border to reflect on my reality as an immigrant. My trip coincided with the arrival of thousands of refugees from Central America, and I spent a lot of my time volunteering at migrant shelters that were providing humanitarian aid to women and children. I also spent weeks at a medical camp in the Arizona desert working with a group named “No More Deaths,” whose mission is to put an end to migrant deaths. A lot of my poems bear witness to these experiences, which makes the writing process trying and ethically complicated. I am representing someone else’s experience, and I have to make active choices about what I want the reader to see and feel.

My poems interrogate the process of migration and the suffering and deaths that occur at the border. They also explore a larger concern of humanity’s precarious existence in the face of greater powers, be they governments, nature or physical structures. Most important, however, they strive to uncover the strength and subversive power of the human spirit. I am interested in creating voices that win by their dignity and flair.

The concerns that emerge in my poems are also very much aligned with my academic work. In the Department of Comparative Literature, I have studied violence, trauma and testimonial narratives. My independent work has focused on the lives of marginalized groups and the modes of cultural expression that arise out of extreme experiences. For example, in my junior paper, working with Professor Germán Labrador Méndez, I analyzed a series of poems written by poets who lived in an urban slum in Bogotá, Colombia, known as La Calle del Cartucho. As street dwellers, El Cartucho’s residents were associated with degradation, illegality and waste, and were collectively referred to as “desechables” (disposables). Their neighborhood was ultimately destroyed and replaced by a park as the government sought to erase undesirable aspects of the city landscape.

In my analysis, I show how the poets appropriate and radicalize this language of waste to counter that in our modern times it is not only that they are disposable, but all of humanity. Their poems develop a logic of recycling, in which possibilities for development and change must be found within the waste and darkness that surround us.

This paper further strengthened my belief in poetry’s ability to engage the depths of our reality and to unearth distinct perspectives that would otherwise be lost. My critical engagement with these questions will now serve as the basis for the critical introduction to my poems. My thesis has allowed me to develop my own conceptions of life and history, and I really do see the thesis as the culmination of my studies at Princeton.

**After Princeton:** Pursue a Ph.D. in Spanish literature or enter the field of urban studies to work in the nonprofit sector.
At Princeton, you are encouraged to take classes across a spectrum of academic fields. You may take courses in the humanities, engineering, natural sciences, creative arts and social sciences. For more information on academic options, visit www.princeton.edu/main/academics.

For the study of architecture, engineering, and public and international affairs, academic resources are consolidated into “schools” within the University, though all students apply to the University and not to a particular school.

**School of Architecture.** The school is a center of teaching and research in architectural design, history and theory. You will construct your academic programs around a core of required courses. The broad academic program prepares you for graduate studies in architecture and other related disciplines.

**School of Engineering and Applied Science.** Princeton engineering emphasizes fundamental principles of engineering science and design as well as collaborations across the natural sciences, social sciences and humanities. This integration with the liberal arts is key to solving societal problems, and preparing leaders and entrepreneurs who make wise use of technology.

**Woodrow Wilson School of Public and International Affairs.** The Woodrow Wilson School will prepare you for participation and leadership in public affairs on the local, national and international levels. The curriculum is policy-oriented and stresses a course of study designed to familiarize you with social science and other disciplines applicable to the solution of public challenges.

“A defining — and extraordinary — quality of Princeton University is its ability to combine the best aspects of a liberal arts college with those of a major research university.”

H. Vincent Poor, dean of the School of Engineering and Applied Science
“In high school, I often found myself restrained from giving intellectual input in class discussions. At Princeton, it has been very different — you are expected to talk, creating room for a more meaningful discussion among your peers.”

Soraya Morales Nuñez, Class of 2018
Crossing Academic Boundaries

Princeton’s interdisciplinary centers and departments promote innovative thinking. They bring multiple perspectives to complex issues by connecting faculty and students from various departments. This approach accelerates learning and often leads to new research discoveries. Here are some examples:

The Andlinger Center for Energy and the Environment is engaging researchers and students from many academic disciplines, as well as experts from industry and government, to tackle such issues as sustainable energy development, energy conservation, and environmental protection and remediation. The new home for the center (architectural design plans shown above) will open by fall of 2015.

The Princeton Institute for International and Regional Studies (PIIRS) integrates Princeton’s international and regional studies programs and promotes interdisciplinary scholarship and learning on issues of global importance. PIIRS funds a variety of programs, events, fellowships and research initiatives as well as the PIIRS Global Seminars, which are experiential courses for Princeton students taught abroad by Princeton faculty during the summer.

The Department of African American Studies offers a variety of courses, lectures and research opportunities to students and faculty, promoting a multifaceted approach to the study of race that reflects political, economic, historical and cultural perspectives.
Addressing Timeless Questions
Humanities and Social Sciences

Since Princeton was founded as a small college in 1746, its curriculum has been rooted in an educational tradition stretching back to Greek and Roman times, when great teachers emphasized a balance of humanistic and scientific learning as part of a liberal education. While the number of disciplines in the humanities and social sciences has expanded since Princeton’s first days, the passion for examining enduring cultural, social, philosophical and historical issues remains the same.

Studying the diverse disciplines that make up the humanities and social sciences will help you develop critical and analytical skills needed to address questions central to the human condition. As a humanist or social scientist, you can engage deeply with timeless and evolving questions in such areas as ethics, race relations, law and international studies.

Prepared for Any Profession

Ethan Coen
Class year: 1979
Occupation: Filmmaker, including “Inside Llewyn Davis,” “No Country for Old Men” and “The Big Lebowski”
Concentration: Philosophy

Mohsin Hamid
Class year: 1993
Occupation: Author of “The Reluctant Fundamentalist” and “How to Get Filthy Rich in Rising Asia”
Concentration: Woodrow Wilson School of Public and International Affairs

Mellody Hobson
Class year: 1991
Occupation: President of Ariel Investments; Chair of Board of DreamWorks Animation
Concentration: Woodrow Wilson School of Public and International Affairs

Wendy Kopp
Class year: 1989
Occupation: Founder and CEO of Teach for America
Concentration: Woodrow Wilson School of Public and International Affairs

Jim Lee
Class year: 1986
Occupation: Co-publisher of DC Comics
Concentration: Psychology

David Remnick
Class year: 1981
Occupation: Editor, The New Yorker Magazine
Concentration: Comparative Literature

Sonia Sotomayor
Class year: 1976
Occupation: U.S. Supreme Court justice
Concentration: History

Intellectual Collaborations

“I feel exceptionally fortunate to be in this great psychology department, particularly one that has a number of people working on related issues. This makes it ripe for collaboration.”

Stacey Sinclair, associate professor of psychology and African American studies, whose work explores ethnic and gender stereotyping and prejudice
The Future, Now
Natural Sciences and Engineering

As soon as you enter your first science class, you will feel a tug from the past and a pull toward the future. You may hear references to Albert Einstein, a Princeton resident who, although he was not a member of the faculty, led a seminar on relativity and often helped students with their math problems. You also may hear about Princeton astrophysicist Lyman Spitzer, who in the 1940s dreamed about launching telescopes into space and is considered the father of the Hubble Space Telescope.

In the field of genetics, Princeton Nobel laureate Eric Wieschaus, the Squibb Professor in Molecular Biology, discovered how genes control embryonic development. Today, the scientists and researchers in our classrooms continue to pursue work that promises to change our future. Indeed, some of their discoveries already are transforming how we live. You, too, can touch the future as an active member of the scientific community. You may even get to publish a paper as an undergraduate.

In the relatively new field of neuroscience, researchers are studying everything from sports-related concussions to how the brain processes complex information. As a student researcher, you might work with professors to better understand cell responses by tracing the chemical trail from neuron clusters to a single neuron. Or you might analyze the temperament of dogs to determine if and how their breed-wise traits relate to their brain structures.

Princeton researchers also are trying to harness an explosion of information...
The Mathematics of Magic

In the freshman seminar “The Mathematics of Magic Tricks and Games,” work is play and tricks are the trade. The class explores the mathematical principles behind games and magic tricks. Students then use those principles to create and master their own tricks and games.

“Fun” is precisely the impression of mathematics the class is intended to leave with students, says Manjul Bhargava, the Brandon Fradd, Class of 1983, Professor of Mathematics. Bhargava is a leader in his field and the recipient of the Fields Medal, the highest award in mathematics.

“In grade school, mathematics is sometimes taught in a very robotic way of, here is the problem and here are the steps to solve it,” Bhargava says. “As a result, sometimes it comes off as dry, and students don’t see the imaginative aspect. This course is meant to show that math is not a robotic science at all. It is an art and has a truly creative side. That’s how mathematicians approach mathematics — creatively.”

In class, students often work with decks of cards and perform tricks for each other. “Creating the tricks is a lot of fun for me and usually is the first homework assignment I will do on Tuesdays,” says Jamie Oliver, Class of 2016. “I put a good amount of practice into my tricks for class and usually bring a deck of cards to the dining hall once a day to show tricks to friends.”

“Though I used to think math was really only used for the sciences, I now have an appreciation for the use of mathematics in art, music, games and magic,” he adds.

Carolyn Chen, Class of 2016, liked math in school “but never loved it” until taking the course. “This class has shown me there is a whole other side of math that I just wasn’t exposed to before. I’ve acquired a new appreciation for math and its elegance,” Chen says.

“Creating the tricks is a lot of fun for me and usually is the first homework assignment I will do on Tuesdays,” says Jamie Oliver, Class of 2016. “I put a good amount of practice into my tricks for class and usually bring a deck of cards to the dining hall once a day to show tricks to friends.”

“Though I used to think math was really only used for the sciences, I now have an appreciation for the use of mathematics in art, music, games and magic,” he adds.

Carolyn Chen, Class of 2016, liked math in school “but never loved it” until taking the course. “This class has shown me there is a whole other side of math that I just wasn’t exposed to before. I’ve acquired a new appreciation for math and its elegance,” Chen says.
We take a broad view of the arts, offering a vast array of resources to support learning; the creation, interpretation and performance of art; and a commitment to integrating the arts across all disciplines.

Our belief that the arts are central to the educational mission stems from our conviction that the process of creating, beyond bringing immense satisfaction to you as the creator and to a potential audience, also develops your ability to think in ways that complement learning in other disciplines. In some cases, the creative process also might reveal new career possibilities.

A computer scientist, for example, could discover an interest in music theory that leads her to develop software that synthesizes sound or automates analysis of choral compositions.

Many artistic pursuits have a home in the Department of Music and the Lewis Center for the Arts, designed to put the arts at the center of the Princeton experience. A wide range of programs and options awaits you, whether your interests lie in creative writing, dance, music, theater or the visual arts.

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The Campus as Your Stage and Gallery

Your artistic ambitions and interests can be explored through the studio and beyond. Here’s a sample:

• Small workshop courses in poetry, fiction, translation and screenwriting with such faculty members as Jeffrey Eugenides, Jhumpa Lahiri, Chang-rae Lee, Paul Muldoon and Tracy K. Smith.
• A modern re-imagining of “Much Ado About Nothing” that revealed the darker aspects of one of Shakespeare’s most beloved comedies. The play was performed by undergraduate students and directed by a Princeton alumna.
• “Muscle/Memory,” an exploration of the relationship between sculpture and dance, presenting new work by students in the programs of dance and visual arts.
• Music Theater Lab courses taught by faculty that includes Broadway directors John Doyle and John Rando.
• A six-week summer course in Kenya on documentary filmmaking about wildlife conservation, offered in collaboration with the Princeton Institute for International and Regional Studies, Princeton Atelier, and the Princeton Environmental Institute.
• A senior thesis production of the musical “Sunday in the Park with George” (photo below), which was inspired by Georges Seurat’s famous painting “A Sunday on La Grande Jatte.”
Performance Central

As you study the arts at Princeton, you will be surrounded by them. You won’t even need to leave the campus to experience a full range of artistic options. With such venues as the McCarter Theatre Center, the University Art Museum and University Concert Series, Princeton benefits from fantastic performances that draw audiences from around the region and beyond. New York City and Philadelphia, with their thriving arts scenes, also are nearby. Here are some examples:

• The Lewis Center for the Arts’ Atelier program — created by novelist and professor emerita Toni Morrison — brings guest artists to campus to work collaboratively with students. Participants have included cellist Yo-Yo Ma, the late novelist Gabriel García Márquez and composer Laurie Anderson.

• The Althea Ward Clark W ’21 Reading Series has sponsored readings by Teju Cole, Ann Beattie, Richard Blanco, Akhil Sharma, Ben Lerner and Azar Nafisi.

• The Program in Dance’s annual concerts have featured student performances of works by award-winning choreographers Bill T. Jones, Mark Morris, Trisha Brown, George Balanchine and Marjani Forté.

• Dance master classes and talks have featured Misty Copeland, Lil Buck, Damian Woefzel and Crazy Legs.

• McCarter Theatre has hosted performances by, among others, Bob Dylan, Wynton Marsalis and the Alvin Ailey American Dance Theatre, as well as productions by Tony Award–winning playwrights such as Edward Albee and Christopher Durang.

• Academy Award–winning filmmaker and Princeton alumnus Ethan Coen returned to campus for a screening and discussion with students and faculty.

How to Write a Song

The Office of Admission’s video page features a look at the musical experience of students in the class “How to Write a Song,” which was taught by musician John Wesley Harding and Pulitzer Prize–winning poet and professor Paul Muldoon. In the 2014–15 academic year, the class was joined by guest artists including Paul Simon. Visit admission.princeton.edu/multimedia/academic/arts.
Engage Yourself

Perhaps you’ve always wanted to perform but never had an outlet or an audience to engage. Student organizations and arts groups can provide unforgettable experiences for student actors, dancers and musicians. Here’s an abbreviated list of student organizations involved in the arts.

Theater
- The Princeton Shakespeare Company, staging plays across campus
- Theatre Intime, showcasing performances from Greek classics to Neil Simon
- The Princeton Triangle Club, touring with an original musical every year

Music
- The Princeton University Orchestra, with 100 members performing on campus and abroad
- The Princeton University Concert Jazz Ensemble, playing at venues across the country

Dance
- Princeton University Ballet, noted for working with guest artists to stage classical and original choreography
- BodyHype, performing everything from ballet to hip-hop
- Naacho, staging a mix of traditional and contemporary Indian dances
- Raks Odalisque, a Middle East dance group
- Sympoh Urban Arts Crew, a break dancing sensation
- diSiac, performing modern, jazz and lyrical dance, and more

“I knew I could pursue a strong academic experience in computer science at Princeton, seriously continue my dance training, and do it all in the context of the liberal arts.”

Glenna Yu, Class of 2016 and dancer in the Lewis Center for the Arts’ annual Spring Dance Festival
I was jamming with some friends outside 1879 Arch, right across from the Woolworth Music Center. We were playing acoustic music, moving between gypsy jazz, folk and bluegrass. Austin, a friend from the jazz program, was on bass. Keshav, another bandmate, was playing guitar, and I had my mandolin. I'm a bassist, but I'd recently picked up mandolin because I wanted a smaller, more portable instrument. I had been listening to a lot of Chris Thile, including the Punch Brothers, his newest project. The Punch Brothers play high-energy “chamber grass,” a hybrid of classical composition and complex improvisation. So there I was, playing this mandolin solo with Chris Thile very much on my mind, when Marna Seltzer, director of Princeton University Concerts, came out of the music building. She walked up to us and listened patiently while we finished our song. When we stopped, she handed me a poster with Chris Thile’s name and picture, and the words “Richardson Auditorium, Oct. 24, 2013.” Wow. I took the poster and went back to my room and immediately put it up on my wall.

Marna gave me free tickets for the concert (because I had made a promotional video), two great seats close to the front. Chris walked onstage to thunderous applause. Without a microphone, he filled the hall with sound, and the audience became dead silent with awe. He opened with a slow movement from Bach’s G minor partita. It was gorgeous, slow, delicate. Then, without stopping, holding the last note of Bach, he went into this Louvin Brothers old-timey tune, and just started singing. Thile’s voice just went out through the room like a beacon. Without taking a breath, he moved into this fast chorus of a tune he wrote called “Rabbit in a Log,” a raucous knee-slapper. The whole concert was like that, each moment charged with mystery, held together by Thile’s confidence and amazing skill.

Afterward, Marna gave me the opportunity to meet him. I went down to the green room and waited in a short line. I shook his hand and asked, “What do you do when the going gets tough, musically?” Thile’s advice was: Have a goal, visualize the steps to getting there, and make those steps small enough so you can do them without getting frustrated. I think I’ll be trying to follow his advice for a long time.

Noah Fishman

Class year: 2016

Music major Noah Fishman (above) describes his encounter on campus with Chris Thile. Thile is a mandolin virtuoso who won a Grammy Award when he was 16, and at age 31 became the youngest 2012 recipient of a MacArthur “genius grant” fellowship. He appeared at Princeton’s Richardson Auditorium in October 2013.
Great Minds, Committed Faculty

Many of our professors are household names. They have held major policymaking positions in government or are celebrated authors of fiction and poetry. Some are stars in the classroom or the laboratory and well known by their academic colleagues. Others are columnists, and many are regularly consulted as experts by the media. Nine current faculty members are Nobel laureates, and others are MacArthur Fellows, Pulitzer Prize recipients and members of the National Academy of Science.

At Princeton, these faculty members are not just luminaries viewed from afar. You will work with them up close. In addition to sharing a distinction for excellence in their fields, our professors have a passion for teaching and they focus their talents on undergraduates. They lead freshman seminars, serve as thesis advisers for juniors and seniors, and counsel students on academic goals. With a low student-faculty ratio of 6 to 1, students often form meaningful relationships with their professors. Those relationships regularly extend beyond their time at Princeton. Often, for example, students reach out to an undergraduate thesis adviser when pursuing graduate study, or connect with a faculty member to advance scientific research.

Many professors approach teaching and learning as a two-way exchange. They relish the classroom give-and-take, communicating ideas gained from years of research, but also enhancing their ideas with student insights. Both the giver and the recipient say the exchange is magical.

Students Challenge Me to Look Again

“I very often learn from my students in the classroom. Sometimes I will have a perspective on a subject that’s hard to get out of my head because I’m writing about it. I’ve had many moments when students have changed that. They come from a different personal and intellectual place, and they challenge me to look again at the material and to either think about it differently, or to sharpen the reason I think something.

“I’ve also had moments when work that I’m doing for a book changes as a result of a class. So students here often push me as much as I push them.”

Julian Zelizer, the Malcolm Stevenson Forbes, Class of 1941, Professor of History and Public Affairs

President and Scholar

Christopher L. Eisgruber, Class of 1983, became Princeton’s 20th president after serving as the University’s provost. An undergraduate physics major at Princeton, Eisgruber is a renowned constitutional scholar and professor of public affairs. He has taught freshman seminars about the role of universities in the common good, as well as the Supreme Court and constitutional democracy. Eisgruber says Princeton is a world-class university with a distinctive emphasis on undergraduate liberal arts education and a deep commitment to service, and is a warm and engaged campus community.
A Passion for Teaching

“I was talking with a professor recently about whether he might be interested in coming to Princeton. And one of the things I said to him was, ‘I need to know whether or not you care about teaching,’ because up front at Princeton there is a real mantra that you must have a passion for teaching. It is not enough to want to be at this place that I tend to refer to as ‘an intellectual heaven.’ It really is the case that you have to want to nurture the next generation of intellects.”

Emily Carter, the Gerhard R. Andlinger Professor in Energy and the Environment; director of the Andlinger Center for Energy and the Environment
Some of Our (Many) Notables

Cecilia Rouse
Dean of the Woodrow Wilson School of Public and International Affairs
**Specialty:** Labor economics; the economics of education
**Noteworthy:** Served as a member of President Barack Obama’s Council of Economic Advisers from 2009–11.
**Tidbit:** President Obama sang her “Happy Birthday” in the Roosevelt Room of the White House while she was a member of the Council of Economic Advisers.

Eddie Glaude
William S. Tod Professor of Religion and African American Studies; chair, Department of African American Studies
**Specialty:** Race, politics and religion
**Noteworthy:** Often quoted on CNN and PBS as an expert on contemporary race or culture issues.
**Tidbit:** His blog on the Huffington Post on the death of the black church sparked a national debate on the role of this venerable institution.

Mung Chiang
Arthur LeGrand Doty Professor of Electrical Engineering; director, Keller Center
**Specialty:** Communication, social and economic networks; the effectiveness of different online learning systems
**Noteworthy:** He received the National Science Foundation’s highest honor, the Alan T. Waterman Award, for researchers age 35 and under.
**Tidbit:** He is the co-founder of two technology startups, and the online Coursera version of his class “Networks: Friends, Money and Bytes” has drawn more than 250,000 students.

Bonnie Bassler
Squibb Professor in Molecular Biology; chair, Department of Molecular Biology
**Specialty:** Cell-to-cell communication in bacteria
**Noteworthy:** Serves on the National Science Board, which oversees the National Science Foundation, the major source of federal funding for scientific research.
**Tidbit:** Recognized internationally for her commitment to science education, she has received a L’Oréal-UNESCO Women in Science Award and a MacArthur Fellowship (nicknamed the “genius grant”), among other honors.

“As renowned scholars, leading researchers, and innovators in their academic fields, Princeton professors bring much more than their knowledge to the classroom. They bring their passion, their creativity and their commitment. They expose students not just to the answers we already know, but to the questions that will guide what we discover in the future. They communicate, in word and deed, why the pursuit of knowledge matters.”

Deborah Prentice, dean of the faculty
Christopher Sims  
John F. Sherrerd ’52 University Professor of Economics  
**Specialty:** Econometrics and banking  
**Noteworthy:** Received the 2011 Nobel Prize in economics with New York University economist Thomas Sargent. They were credited with revolutionizing the field of macroeconomics and how it is applied by central banks and governments.  
**Tidbit:** Hours after learning they had won the Nobel Prize, Sims and Sargent, who was serving at the time as a visiting Princeton professor, returned to the classroom to teach.

Tracy K. Smith  
Professor of creative writing  
**Specialty:** Poetry  
**Noteworthy:** Won the 2012 Pulitzer Prize in poetry for her collection “Life on Mars.” The book’s poems are set in a futuristic place, but explore the dark moments of human life on Earth in the present.  
**Tidbit:** She first learned she had won the Pulitzer Prize after her husband happened to read the news online.

Uwe Reinhardt  
James Madison Professor of Political Economy; professor of economics and public affairs  
**Specialty:** Health care economist  
**Noteworthy:** Sits on the editorial boards of many major health journals and is a contributor to The New York Times.  
**Tidbit:** He’s known for his wit. On “The Oprah Winfrey Show,” he said navigating managed care was akin to walking through Macy’s blindfolded and being told to find “a nice blouse that fits you and make sure the price is right.”

Lyman Page  
James S. McDonnell Distinguished University Professor in Physics; chair, Department of Physics  
**Specialty:** Cosmology. His research measures and analyzes the spatial variations in the cosmic microwave background, the oldest light in the universe.  
**Noteworthy:** A co-investigator of the Wilkinson Microwave Anisotropy Probe. Data from the NASA spacecraft helped firmly establish the model that describes the history and structure of the universe.  
**Tidbit:** He once worked at a cosmic-ray station in Antarctica and spent two years sailing along the East Coast of the United States.

Jill Dolan  
Dean of the College; Annan Professor of English; professor of theater  
**Specialty:** Theater and drama; performance studies; LGBT and feminist studies  
**Noteworthy:** A leader in the fields of performance studies and feminist criticism, Dolan was named a 2013 Distinguished Scholar by the American Society for Theatre Research.  
**Tidbit:** Her arts blog, “The Feminist Spectator,” was the first website to win the prestigious George Jean Nathan Award for Dramatic Criticism.

Michael Oppenheimer  
Albert G. Milbank Professor of Geosciences and International Affairs  
**Specialty:** The effects of climate change and climate change policy  
**Noteworthy:** A long-time participant in the Intergovernmental Panel on Climate Change, which received the 2007 Nobel Peace Prize with former U.S. Vice President Al Gore.  
**Tidbit:** He came to Princeton in 2002 after more than two decades with the Environmental Defense Fund, a nongovernmental environmental organization.
We Support Your Academic Success

We want you to find as much success as enjoyment in your academic life at Princeton. Before you even go to your first class, you can take advantage of the University’s extensive advising resources and support networks. Deans and directors of studies in the residential colleges are available to help you shape your academic plans, and professors and departmental representatives can guide you on specific academic matters. You will be able to consult with undergraduate peer advisers in the residential colleges and participate in study halls in a variety of disciplines.

All freshmen in the A.B. program are assigned to faculty advisers in their residential colleges who assist with course selections and other academic matters throughout the year. Most students continue working with the same adviser through the sophomore year. Faculty members in the School of Engineering and Applied Science advise freshmen in the B.S.E. program. B.S.E. sophomores are assigned advisers in their chosen departments.

Academic and Advising Resources

Library System
- Extensive digital holdings and more than 8 million books are housed in 10 buildings across campus.
- Electronic resources connect scholars with information across the globe.
- The main library, Firestone Library, is a distinguished resource for the humanities and social sciences.

Writing Center
- Free, one-on-one conferences are offered with experienced writers.
- Writing Center fellows are trained to consult on assignments in any discipline and can help at any stage of the writing process.
- Conferences complement, but do not replace, students’ relationships with their professors and advisers.

McGraw Center for Teaching and Learning
- Workshops and individual consultations support undergraduates as they transition from student to scholar.
- Students learn how to manage large reading loads, take effective notes, prepare for exams and develop effective study tools.
- Weekly study halls offer peer tutoring in introductory-level mathematics, chemistry, physics, biology, economics and statistics during the academic year.
- The New Media Center at McGraw provides access to cutting-edge digital media technologies, and assistance with audiovisual editing, Web development and design.

Information Technology and Computing
- Wireless service is available throughout campus, including dorm rooms.
- Technology help is available in residential colleges, at the OIT tech clinic and by phone 24/7.
- Students have access to more than 40 computer labs for collaborative work, and access to more than 50 printers and 200 computers with specialized software.
Individual Attention

Nicole Shelton
Butler College master, professor of psychology and former faculty adviser

Could you briefly explain what a college master does? All freshmen and sophomores, and some juniors and seniors, are members of residential colleges. The college master sets the tone for the college community — providing an intellectual and programmatic vision. The college master works with the dean of the college, director of studies and director of student life to build a sense of community.

Why were you interested in serving as a master? As a professor, I spend several hours per week in the classroom with students. Although those hours are extremely important, I recognize that a lot of learning occurs outside of the classroom, and those experiences can shape what occurs in the classroom. As the Butler College master, I help develop programs that integrate the curricular and co-curricular. I also am able to meet students whose paths might never cross mine in the classroom because of their academic interest.

You also have served as a faculty adviser. What is your favorite part of working with students? My favorite part is seeing students become more confident about their abilities and comfortable expressing themselves at Princeton. Many freshmen arrive very nervous about not picking the “right” classes. They often want to stick to the basic classes they took in high school. By the time students meet with their faculty adviser in the spring to select classes for the sophomore year, however, most are eager to pick a class that they never imagined taking.

“One of my goals is to serve every student here. We want to create a sense that the museum is a place for everyone — not just an art or art history student, but an engineer or a student in the life sciences.”

James Steward, director of the Princeton University Art Museum

Art Museum
• The Princeton University Art Museum is a cultural and educational resource for the entire University community.
• The collection of more than 92,000 works ranges from ancient to contemporary art, and spans the world.
• Galleries are open every day except for Monday, and until 10 p.m. for “Late Thursdays,” which often feature special programs, music and free food.

Career Services
• The Office of Career Services offers a wide range of programs, services and resources to assist students in exploring majors and career options, applying to graduate and professional schools, and developing effective job or internship search strategies.
• Offerings include career counseling, workshops, industry panels, employer information sessions, on-campus recruiting, internship/job postings, alumni networking and career fairs.

Disability Services
• The Office of Disability Services offers a range of services to ensure that students with disabilities have equal access to Princeton’s academic and extracurricular opportunities.
• The office staff is available to meet with prospective students who are visiting the campus.

Also, for more information you may visit the office’s website, www.princeton.edu/ods, or call 609-258-8840.

University Health Services
• University Health Services (UHS) is the primary health care provider for students. The accredited facility offers a comprehensive range of medical and counseling services, as well as health education, outreach and wellness programs.
• Approximately 80 percent of all undergraduate and graduate students receive services from UHS annually, amounting to about 60,000 clinical encounters.
Welcome to our global village. Expect to hear the perspectives and languages of teachers and students from around the country and the world. Never again are you likely to live in such a rich cultural milieu. You will encounter people of every race and ethnicity, from every socioeconomic background, the deeply religious and those with no religious beliefs. In such a diverse environment, know that what will unify you is your thirst for knowledge.

This is your chance to expand your horizons. It is your time to explore the world you know and the one you don’t. Whether you spend the next four years on campus, or venture across the seas for study and immersion, your experiences will likely change the way you think forever.
Come to Princeton and experience the world. We are a community that welcomes and celebrates all cultures. We feel the best way to learn from other cultures is to experience them firsthand. You may study abroad, participate in international internships in approximately 60 countries, meet undergraduate and graduate students from nearly 100 countries, take any number of courses that incorporate global topics, learn from faculty who come from around the world, and attend countless events on campus that celebrate students’ diverse traditions and perspectives.

“I’m job is to help students see that Princeton is their portal into the world.”
Jeremy Adelman, the Henry Charles Lea Professor of History

International Opportunities

- During the 2014–15 academic year, students from 30 academic departments studied in 29 countries for a semester or one year.
- In 2013, 401 students received University credit for summer study abroad.
- Approximately 160 Princeton regional alumni associations throughout the world can help students with career and social connections.
Learn a new language. Taste different foods. Meet new people. Make a home in a setting completely unknown to you. Embrace the challenge to grow and learn in a new environment. Throughout your time at Princeton, you can take part in a variety of international programs that students say have enriched their academic work, challenged their assumptions, opened their eyes to different viewpoints and, for many, changed the course of their lives.

**Bridge Year**

Launched in 2009, Princeton’s Bridge Year is a tuition-free program that enables newly admitted students to begin their Princeton experience with a year of public service abroad. Students are invited to apply for the Bridge Year Program after they have accepted Princeton’s offer of admission. Placements are currently offered in nongovernmental organizations, schools, clinics and other institutions serving local communities in Bolivia, Brazil, China, India and Senegal. Groups of seven Princeton students are placed at each program location.

**Study Abroad**

You are strongly encouraged to study abroad as part of your Princeton experience. The Office of International Programs supports students with all aspects of their overseas journeys. You can receive University credit for a semester or a full year of study in an approved program or institution abroad. Students in all majors are eligible to study overseas during the fall and spring semester of sophomore or junior year, or the fall semester of senior year. Students who receive financial aid continue to receive support from the University while studying abroad during the academic year.

If you do not go abroad during the academic year, you can join the many students who spend the summer abroad. You can enroll in an intensive language or seminar program affiliated with Princeton, or take preapproved courses offered by other institutions. You also can use University grants to spend the summer doing independent research for your senior thesis or work in an internship abroad.
“International experiences broaden personal and academic perspectives, enhancing on-campus studies while preparing students for life in a globalized world.”

Nancy Kanach, director of the Office of International Programs and senior associate dean of the college

Special International Academic Opportunities

From exploring ruins of ancient theaters in Greece to studying coral reef ecology in Bermuda, you can travel the world through your academic classes and independent work. Examples include the Woodrow Wilson School of Public and International Affairs’ policy-oriented task forces at overseas institutions; the Department of Ecology and Evolutionary Biology’s semester-long fieldwork in Panama or Kenya; and the Princeton Institute for International and Regional Studies’ summer seminars around the globe.

Internships and Service Opportunities

In addition to your academic work, you can participate in a number of international internships or service opportunities that focus on global concerns such as education, the environment, health care and social justice. The International Internship Program offers summer placements in more than 60 countries in both the public and private sectors. Recent graduates can connect with a range of worldwide service opportunities through the affiliated Princeton in Africa, Princeton in Asia, and Princeton in Latin America programs.

Bridge Year, Best Year

Chase Hommeyer

Class year: 2019

Chase Hommeyer spent the 2014–15 academic year participating in Princeton’s Bridge Year Program. She lived in Varanasi, India, and worked at a nonprofit organization that fights human trafficking and commercial sexual exploitation.

I’ve had a lot of incredible experiences this year in India, but working at Guria is hard to top. It has been everything: the hardest part of my experience, the most rewarding, the most frustrating and the place where I feel most at home.

Guria is a small grassroots organization, but its list of activities is almost humorously long: rescue operations, legal aid for victims, prosecution of human traffickers, victim rehabilitation and witness protection, rural village empowerment and more. Each and every activity has evolved directly from Guria’s 26 years spent integrating into the communities they served, listening attentively and developing solutions.

When you are working at a place where fighting human trafficking is not just a job but a way of life, anything is possible. The tiny team at Guria works absolutely around the clock, and the amount that they have taught me about the potential of a human being is incredible.

It’s been humbling to spend so much time with Guria’s founder, Ajeet Singh, and to work at Guria. Witnessing the unyielding but quiet bravery of the entire team has taught me more about how I want to live my life than I’ve ever learned in any classroom.

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A Culturally Rich and Diverse Campus

We believe that learning is enhanced by a diversity of opinions and experiences. Our classrooms are free-flowing marketplaces of ideas. Discussions take surprising twists and turns as students, guided by their professors, challenge preconceived notions and arrive at new understandings and knowledge.

Forty-two percent of our undergraduates are Americans of color, and 11 percent are from outside the United States. Students come from a range of socioeconomic backgrounds. A walk across the campus will likely expose you to a symphony of sounds from students and faculty from around the world. The encounters with other cultures, languages and ideas whet the appetite for international experiences and build an awareness of global perspectives.

The makeup of our student body contributes to an enlightened exchange of opinions not only in classrooms, but at cultural events, social gatherings, athletic tournaments and just about any other place you can imagine.

**Freshman Class of 2018**

<table>
<thead>
<tr>
<th>Men</th>
<th>52 percent</th>
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<tbody>
<tr>
<td>Women</td>
<td>48 percent</td>
</tr>
<tr>
<td>International Students</td>
<td>11 percent</td>
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</tbody>
</table>

**Americans of Color**

<table>
<thead>
<tr>
<th>Asian American</th>
<th>21 percent</th>
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<tbody>
<tr>
<td>African American</td>
<td>8 percent</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>9 percent</td>
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<tr>
<td>Multiracial</td>
<td>4 percent</td>
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<tr>
<td>American Indian</td>
<td>&lt;1 percent</td>
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<tr>
<td>Pacific Islander</td>
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Socioeconomic Diversity

If you qualify for admission, the University will ensure that cost is not an obstacle. In fact, Princeton’s financial aid policy, which applies to both domestic and international students, is among the most generous in the country. About 60 percent of our students receive financial aid. We were the first university in the country to eliminate the need to take out loans, which means all of our financial aid packages are built on grants, not loans that have to be repaid. For that reason, it is possible to graduate from Princeton without debt; 83 percent of the most recent senior class graduated debt free. The remaining 17 percent of students who requested loans used the funds to cover such expenses as an unpaid internship or a laptop computer, and graduated with an average total indebtedness over four years of $6,600.

Financial Aid

- The University’s financial aid program makes it possible to graduate from Princeton debt free.
- 83 percent of recent seniors graduated debt free.
- The average annual grant for aid students admitted to the Class of 2019 is an estimated $46,350.
- For students admitted to the Class of 2019 whose families earn $65,000 or less, the average aid package covers their full tuition, room and board.
- For students admitted to the Class of 2019 whose families earned up to $140,000, the average aid package covers 100 percent of tuition.
More than 20 languages are taught at Princeton, and you can also practice informally at weekly language tables in the dining halls.

- Arabic
- Bosnian-Croatian-Serbian
- Chinese
- Czech
- French
- German
- Greek (classical and modern)
- Hebrew
- Hindi
- Italian
- Japanese
- Korean
- Latin
- Persian
- Polish
- Portuguese
- Russian
- Sanskrit
- Spanish
- Swahili
- Turkish
- Twi
- Urdu

Parlez-vous …?

Princeton is enriched by a variety of international and intercultural programs and organizations that welcome participation from all students. Various centers, including the Davis International Center and the Fields Center for Equality and Cultural Understanding, bring together members of the campus community from an array of backgrounds and serve as a resource for students.

Nearly any day of the week you can experience the diverse flavor of the campus at events such as these:

- Historical tour of Spanish Harlem in New York led by a salsa musicologist
- Exhibition on the end of apartheid in South Africa
- South Asian fusion dance competition
- Brazilian pop music lecture
- African film festival
- Tea-and-talk international discussion group
- Discussion on traditional Islam in the modern world

From Brazilian Pop to South Asian Fusion
First in His Family

Dallas Nan

Class year: 2016

Dallas Nan (pictured on left) doesn’t answer easily the question, “Where are you from?” He pauses and tells you, “The definition of home has been ever-shifting.”

Nan, who is majoring in chemical and biological engineering, was born in Ft. Ogelthorpe, Georgia. At a very young age, he and an older brother moved with their parents to San Luis Obispo, California, and lived there for a few years until his parents split up. Without a job and no savings, his mother took her sons — now there were three of them — to Boise, Idaho. Nan was only about 5, but he recalls the family was destitute when they arrived in Boise. At first they lived in their car, parked in a rest area outside of town. A short time later they relocated to a homeless shelter in downtown Boise, where he and his brothers shared a bed with his mother. The next stop was back in Georgia, where the boys lived for a couple of months with grandparents until their mother was able to land a job in a medical office.

“I remember coming back to this new apartment with three bedrooms,” he says. It was a federally subsidized apartment, and his mother made it feel like home. She was intent on providing her children with a safe, stable childhood, and no matter how much instability his family faced, they remained in the same school district.

Although his mother did not have a high school diploma when she married, she later earned her GED and made it clear to her boys that a strong education was key to succeeding in the world. Nan needed no convincing. “I found a haven in education,” he says. “Knowledge was free in a public school system, and I really took advantage of it.”

In high school, he supplemented his classroom schedule with online courses and night school. At one point he was taking 10 courses. His days in class often did not end until 9:30 p.m. By graduation, he had taken 16 Advanced Placement courses.

When it was time to apply to college, his counselor introduced him to QuestBridge, a nonprofit organization that helps low-income students with the college application process. He credits QuestBridge with showing him how to apply for college, but he says his mother is the reason he’s at Princeton.

“When my mom looked at my signature essay, she said, ‘This is not the heart of who you are. I want you to think about your legacy and what you came from,’ ” Nan says. “It was pretty clear to me that I had to talk about being fatherless. It had to be an essay that said no matter where I came from, I knew I would rise above that.”

In high school, he co-led a trip to Peru with classmate Douglas Bastidas (pictured on the right with Nan) to study rural energy infrastructure; co-chaired The Princeton Hidden Minority Council, an organization that helps first-generation students navigate the challenges and rewards of undergraduate life; and is a team member of 1IvyG, a group created to help first-generation students adjust to life in the Ivy League.

“A strong sense of community here is vital, and it is definitely important to connect with students who understand where you are coming from,” he says. “But all of us come from different places. You can’t allow the place where you came from to dictate how you should be placed in this society.”
Spiritual Connections

With 15 chaplaincies and various faith-based student organizations, it’s easy to find your religious home at Princeton. You will have opportunities to explore and deepen your faith, if that is your desire. At the same time, you will have options for building bridges between faiths, as well as between religious and nonreligious students on campus. By learning about different worldviews, you may develop a fuller understanding of your own beliefs and a new appreciation for those held by others.

The Office of Religious Life

The Office of Religious Life supports the religious interests of students, faculty and staff of various faiths. Through its programs, you can engage in community service and crosscultural and social action programs, such as a campus talk by the Dalai Lama (photo at right) or a recent student trip to Cambodia to learn about religion and human rights. It also sponsors the Religious Life Council, which brings together students of all faiths to learn from one another.

“The Center for Jewish Life is committed to creating a warm environment that is open and welcoming to every Jewish student at Princeton and to anyone who wants to be a part of our dynamic and vibrant community. Through the CJL, students participate in festive Shabbat and holiday meals and celebrations, creative-themed study breaks, domestic and international service-learning trips, and numerous other significant opportunities to foster meaningful Jewish connections and experiences.”

Rabbi Julie Roth, executive director, Center for Jewish Life/Hillel at Princeton

University Chapel

The University Chapel welcomes all students to its ecumenical services. You may participate in study and discussion groups, conferences, the Chapel Deacons program, trips abroad, retreats, Chapel Choir, drama and social action. In addition to the chapel, other sacred places on campus provide space for students to pray, meditate or quietly reflect, such as the Interfaith Meditation Room and the Muslim Prayer Room.

Center for Jewish Life

The Center for Jewish Life/Hillel at Princeton University (CJL) builds and sustains a welcoming, caring and multi-faceted community of peers that is integrated into the fabric of campus life at Princeton. CJL provides a comfortable environment for students to explore their connections to Judaism and Jewish life — spiritual, educational, cultural and social — in ways that are personally meaningful and relevant. The CJL is a student-driven organization that engages students in a broad spectrum of activities and empowers them to become leaders of the Jewish community at Princeton University. It also houses a kosher dining hall that is open to all Princeton ID cardholders.

“The increasing diversity of Princeton’s student body is bringing a wonderful diversity of religious traditions as well.”

Alison Boden, dean of religious life and the chapel
Find a Religious Home

Princeton hosts a number of campus chaplaincies, student-organized religious groups and gatherings for worship and community-building.

- Aquinas Institute (Roman Catholic)
- Athletes in Action
- Bahá’í Club
- Baptist Student Fellowship
- Center for Jewish Life
- Century One
- Chabad
- Chapel Deacons
- Chapel Student Fellowship
- Christian Science Organization
- Episcopal Church at Princeton (Anglican)
- Faculty Commons
- Hallelujah!
- Hindu Chaplaincy
- Hour of Power
- InterVarsity Christian Fellowship
- Latter-Day Saints
- LEGACY
- Lutheran Campus Ministry
- Manna Christian Fellowship
- Muslim Chaplaincy
- Muslim Students’ Association
- Orthodox Christian Fellowship
- Princeton Buddhist Students’ Group
- Princeton Chabad Student Group
- Princeton Evangelical Fellowship
- Princeton Faith and Action
- Princeton Graduate Christian Fellowship
- Princeton Hindu Satsangam
- Princeton Presbyterians
- Princeton University Gospel Ensemble
- Princeton University Secular Humanists
- Seventh-Day Adventists
- Sikhs of Princeton
- Unitarian Universalists Campus Community
- Wesley Foundation (Methodist)
- Yavneh

Murray-Dodge Café

The Office of Religious Life runs the Murray-Dodge Café, which offers free coffee, hot cocoa, tea and freshly baked cookies from 10 p.m. to 12:30 a.m. during the academic year. It is also open from 3:30 to 6 p.m. seven days a week.
As the sun rises over Princeton, the campus slowly comes alive. On Lake Carnegie, eight women hoist a shell, walk to the dock’s edge and gently roll it into the water.

Outside Dillon Gym, a few early risers stretch and dash off. Students on bikes, skateboards and scooters whiz past. Two roommates walk to class carrying their backpacks.

A leaded glass window pops open to receive the morning light. A Gothic spire pierces the sky. In Butler, Forbes, Mathey, Rockefeller, Whitman and Wilson, the dining halls begin to fill. Three undergraduates grab seats at a broad oak table. Another walks briskly past a mountain of pastries and grabs one, almost upsetting the pile. In Richardson Auditorium, a sound-and-light crew begins to assemble a set for the evening’s music performance.

The tulip magnolias are just beginning to bloom. A landscaper is tending the garden behind Prospect House, and from above you can begin to discern the outline of the Princeton shield among the plants. Something will mark this day. A friendship formed. A goal surpassed. An epiphany. And as the day unfolds, you think, “This is where I belong.”
Welcome Home

Campus living at Princeton is a distinctly welcoming and community-focused experience. Before you arrive, you will be randomly assigned to one of the six residential colleges, where you are likely to form friendships and memories that last a lifetime. Nearly 98 percent of undergraduates live on campus.

Residential colleges are essentially neighborhoods. In your first two years, you will eat and sleep in your residential college, and engage in social activities, athletics and cultural events there. Some courses are offered in the colleges, as well as academic advising. Every college is staffed by a senior faculty member who is the college master, as well as a host of other faculty/staff advisers.

Peer advisers are outstanding juniors and seniors who receive training to provide academic advice to freshmen and sophomores. They complement the work of faculty advisers by offering a student perspective on academics. Residential college advisers (RCAs) are upperclassmen who assume leadership positions in the residential colleges, and each is assigned to about 17 freshmen. RCAs are responsible for arranging everything from study breaks to issues-related discussions.

Many of our students identify themselves with their residential college throughout their undergraduate years. “The residential colleges are meant to create a multilayered community that, bringing together undergraduates, graduate students, staff and faculty, enhances the lives and experiences our students can have at Princeton. Understanding that education takes place both inside and outside the classroom, part of my charge is therefore to ensure that where the students live is also a place where they can continue to learn.”

Eduardo Cadava, Wilson College master and professor of English
Residential College Roots

Princeton has six residential colleges. The three four-year residential colleges (Butler, Mathey and Whitman) are paired with three two-year residential colleges (Forbes, Rockefeller and Wilson), enabling juniors and seniors to remain linked to a residential college, regardless of whether they live there.

The seed for the residential colleges was planted more than 100 years ago when Woodrow Wilson was president of the University. Borrowing from the organizational structures of Oxford and Cambridge universities in Great Britain, Wilson proposed that the undergraduate dormitories be divided into quadrangles or “colleges” in which students would live with resident faculty masters and have their own recreational and dining facilities. A variation on this plan became a reality in 1982, which has since been expanded and enhanced into the current residential college system.
It’s All Happening in the Residential Colleges

Following is a sample of residential college activities open to all students.

**Black Box dances at Wilson College.** The Black Box is Princeton’s only nightclub. Students converge on the theatrical space on select Friday nights from 11:30 p.m.–2:30 a.m. for the hottest tracks and dance moves.

**J Street Media Center at Wilson College.** Student bands practice and cut tracks with state-of-the-art audio equipment. Visual artists use multimedia programs to edit video.

**Writers Studio in Blair Tower, Mathey College.** The studio, a space for writers and readers of all kinds to drop in and work, is open every night. Refreshments and literary journals are provided. Activities include discussions with creative writing professors, novelists and playwrights; literary magazine publication parties; and outings to literary events.

**Walter Lord Society dinner discussions at Mathey College.** Joe Stephens, Washington Post investigative reporter and Ferris Professor of Journalism in Residence, leads periodic discussions about politics, public events and life at Princeton over dinner in the Mathey private dining room.

**Open mic night at Butler College.** Singers, songwriters, dancers, poets, comedians and others take the stage in Wu Café.

**Student gallery exhibits at Butler.** Students show their work in the James S. Hall ’34 Memorial Gallery, including the thesis shows of juniors pursuing certificates in the visual arts program.

**Weekly yoga and salsa classes at Whitman College.** The dance studio is fully equipped with Marley floors, a barre and floor-to-ceiling mirrors.

**Weekly language tables at Whitman College.** Practice your language skills over a meal. Languages spoken at Whitman tables include Portuguese, Chinese, Spanish, French, Arabic, American Sign Language, Swahili and Russian.

**Monday night film forum at Rocky/Mathey theater.** Students, professors and townspeople view and discuss great films.

**Dinner talk at Forbes College.** Recent guests have included David Dobkin, the Phillip Y. Goldman ’86 Professor in Computer Science and former dean of the faculty; author Chang-rae Lee, professor of creative writing; President Emeritus Harold T. Shapiro, professor of economics and public affairs; and Stacey Sinclair, associate professor of psychology and African American studies.

**End-of-year barbeque.** Residents of Mathey and Rockefeller colleges celebrate in the Blair-Joline Courtyard.

The Residential College Activity Board

- Trips to New York City, Philadelphia, the wilderness and beyond
- Colloquia with faculty, performing artists and nationally recognized speakers
- Freshman seminar classes
- Special event and themed dinners
- Intramural sports
- Music, art, theater, film and dance activities
- Student-organized discussion groups and community service

Food for Thought

The residential college dining halls cook up different menus every day. Here’s a sampling of some favorites:

- Made-to-order omelets
- Lemon ricotta pancakes
- Vegetarian and vegan salads
- Garlic mashed potatoes
- Chicken lemongrass dumplings
- Broiled Mahi Mahi and mango
- Five spice pulled pork
- Bok choy stir fry with steamed jasmine rice
- Portobello edamame sliders

“Forbes College is contained in a single, sprawling building, and the other end of the complex is never more than a five-minute walk away. Self-contained as it is, the faces of your neighbors become quickly familiar, and by the end of your sophomore year you will have the distinct feeling that you recognize nearly everyone.”

Kevin Wong, Class of 2017, Forbes College resident
Eating Clubs

About two-thirds of juniors and seniors join one of the eating clubs, which are operated by student officers under the auspices of independent alumni boards. Eating clubs serve as dining facilities and social centers for their members, providing a place to gather informally and for activities. The clubs serve daily meals, and guest meals and meal exchanges are available.

With the exception of some officers, students do not live at the clubs.

Club activities include dinner discussions, dances, study breaks, community service projects, intramural sports and general relaxation. Eating clubs also host guests and the campus community for concerts, parties and other events.

Clubs include game rooms, libraries, study spaces and media rooms.

Many clubs regularly invite professors or outside speakers to dine.

Most students who join a club continue to live on campus while eating at their club. Some juniors and seniors who join a club and live in a residential college split their meal plans between their college and club.

Six eating clubs engage in a selection process in which students apply for membership, and five clubs are non-selective.

Any student who isn’t admitted to a selective club may sign in to a club with open membership.

Financial aid awards for juniors and seniors include increased allowances for meals to help students cover the cost of eating club membership. The allowance takes into account the average cost of an eating club meal plan.

Living and Dining Options

<table>
<thead>
<tr>
<th>Housing</th>
<th>Dining *</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>Freshman and Sophomore Year</strong></td>
<td></td>
<td>Entering freshmen are randomly assigned to one of six residential colleges.</td>
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<tr>
<td>Residential college</td>
<td>Eat in residential college dining halls.</td>
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<tr>
<td><strong>Junior and Senior Year</strong></td>
<td></td>
<td>Some of the juniors and seniors in residential colleges, who are also members of one of the 11 eating clubs, split their meal plans between their residential college and their eating club.</td>
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<tr>
<td>Residential college</td>
<td>Eat in residential college dining halls.</td>
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<tr>
<td>Upperclass housing</td>
<td></td>
<td>About 66 percent of upperclass students join eating clubs.</td>
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<tr>
<td>• Purchase a University meal plan to eat at residential college dining halls, or</td>
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<td>About 4 percent of upperclass students join co-ops.</td>
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<tr>
<td>• Join one of the 11 eating clubs, or</td>
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<td>Students with no meal plan may make whatever eating arrangement they wish.</td>
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<tr>
<td>• Join one of three student eating cooperatives where students buy their food in bulk and share shopping, cooking and cleaning chores, or</td>
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<tr>
<td>• Have no meal plan.</td>
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<tr>
<td>On-campus independent housing</td>
<td>Make your own eating arrangements, such as cooking in student kitchens in the dormitories.</td>
<td>About 10 percent of upperclass students live in independent housing.</td>
</tr>
<tr>
<td>Live off campus</td>
<td>Make whatever eating arrangements you wish.</td>
<td>Independent housing includes suites that have kitchens, or rooms in upperclass dormitories with common kitchens.</td>
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Note: All juniors and seniors, regardless of where they live, may eat two free meals a week in any residential college.

* University meal plans also include kosher dining at the Center for Jewish Life, while all residential college dining halls offer halal options.

* Students may also eat at retail dining outlets on campus, such as the Frist Campus Center Food Gallery.
A Group for Every Interest

Since Princeton’s earliest days, student organizations have provided undergraduates with opportunities to put their ideas into action, to pursue their many interests and to explore new ones. Student organizations are created and run by students with support from the University. They run the gamut from music and dance to politics and debate, from service and social activities to ethnicity and religion. If you don’t find a group that expresses your particular interest, consider starting a new one.

Here are just a few of the groups and activities you may consider joining:

**A Cappella:** A Princeton tradition, singers in more than a dozen a cappella groups perform ancient, classic and contemporary tunes without accompaniment, often outside in a Gothic archway.

**Greening Princeton:** A student collaboration with University offices to improve environmental practices and promote sustainability on campus.

**High Steppers:** A step-dance group. Students use their entire body as an instrument to produce complex rhythms through stomping, clapping and shouting. The students have performed on “The Today Show.”

**Institute for Chocolate Studies:** A bean-to-bar chocolate factory where students create their own sweets and analyze the science behind chocolate-making.

**Princeton Chinese Theatre:** Promotes Chinese culture by performing stage plays in Chinese, usually with English subtitles.

**Princeton University Band:** A “scramble band” formed in 1919 that is known for its musical talent, sense of humor and unusual choice of instruments, such as a plastic horn.

**Triangle Club:** The oldest touring collegiate musical comedy troupe. It features colorful costumes and a famous all-male kickline. Members of Triangle have included “It’s a Wonderful Life” actor Jimmy Stewart, Class of 1932, and Ellie Kemper, Class of 2002, who is starring in “The Unbreakable Kimmy Schmidt” on Netflix.

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Student Organizations

- Princeton has more than 300 student organizations. Lists are available at princeton.edu/odus and pace.princeton.edu.
- The oldest student organization is the American Whig-Cliosophic Society, which is also the nation’s oldest college political and debating society. The Cliosophic Society was founded in 1765 and the American Whig Society was founded in 1769. The two organizations merged in 1928.
- In addition to student groups, the Student Agencies program, established in 1911, operates student-run businesses that provide services to the campus community and jobs for students. Services range from dorm furnishings and graphic design to video production.
Location, Location, Location

The University’s historic and beautiful 500-acre main campus in the New Jersey community of Princeton is about equidistant from the major urban centers of New York City and Philadelphia. By train, it is possible for you to travel from Princeton Junction to New York City or Philadelphia in about an hour or less. A train from campus will take you directly to and from Princeton Junction in about five minutes. If you’re traveling by air, Newark Liberty International Airport is 40 miles to the north and Philadelphia International Airport is 55 miles to the south. Both are accessible by commuter rail.

Students frequently travel to New York City and Philadelphia for cultural events, and both cities offer internship possibilities. Washington, D.C., is also accessible by train, and the New Jersey Shore is about an hour away. Cultural and dining options are plentiful on campus and in the surrounding community.

The town of Princeton, with its 30,000 residents, is a pedestrian-friendly, tree-lined community with ample shopping.

Broadway Bound

Outings sponsored by the residential colleges are just one way students can experience New York City’s countless arts, music and cultural activities. Whitman College arranged a bus trip for its residents to see the musicals “Kinky Boots” and “The Book of Mormon,” and Butler College residents went to the musicals “Lion King,” “Wicked” and “Jersey Boys.”
Sample Campus Attractions

Nassau Hall. The sandstone building, currently used for administrative offices, briefly functioned as the nation’s capitol in 1783. It served as barracks for both the British and the American troops at different times during the Revolutionary War.

Princeton University Art Museum. The museum (photo at right) houses more than 92,000 distinguished works, from ancient to contemporary art. Considered one of the greatest comprehensive museums in an academic setting, the museum plays an important role in the education of undergraduates. Each year hundreds of students visit the museum as part of their studies in dozens of disciplines. The museum also offers student internships, a student tour guide program that includes in-depth exploration of the collections, and social events sponsored by the museum’s Student Advisory Board and other organizations.

Frist Campus Center. Frist is a central gathering place for students, faculty, staff and visitors. It houses many academic and student organizations, and is a popular dining and social spot. It is open 20 hours a day.

Lewis Library. This 87,000-square-foot building of curved stainless steel, sloping glass and stucco was designed by architect Frank Gehry. The library, completed in 2008, houses the University’s combined science libraries and a technology wing.

Alexander Hall. Alexander Hall, one of the University’s iconic buildings, was built in 1892 as a convocation hall for large University gatherings. Today, Richardson Auditorium in Alexander Hall hosts musical, dramatic and other performances, most of them open to the public. The auditorium’s interior features a mosaic with depictions of scenes from Homer’s “Iliad” and “Odyssey” that dominates the back wall of the stage.

Lake Carnegie. The man-made lake was given in 1906 to the University by industrialist and philanthropist Andrew Carnegie. Its 2,000-yard straightway rowing course is one of the finest in the country and is often used by rowers training for the Olympics.

Your Community

- Princeton main campus: 500 acres
- Buildings on campus: 180, occupying 9 million square feet
- Town of Princeton: 30,000 residents
- Travel time to New York City and Philadelphia: about an hour
Students and the broader University community convene at various centers on campus.

**Campus Club.** A social facility for undergraduate and graduate students. The club offers flexible spaces for informal gatherings and studying, as well as spaces that can be reserved for events such as dinners, dances, forums, meetings and lectures.

**Carl A. Fields Center for Equality and Cultural Understanding.** The Fields Center strives to empower members of the University community as they seek to learn about themselves, understand the breadth of cultural and social differences among us, and build the skills needed to create and lead a more just world. The center offers a variety of programs that are focused on the interconnectedness of social, political and cultural issues within diverse communities. Programs range from monthly events to speakers to special celebrations and artistic endeavors.

**Davis International Center.** The primary resource for 2,500 international students and scholars who represent more than 100 countries. It provides a range of services and programs, including visa and immigration advising; international orientations; and cultural and social adjustment programs. The center also is a hub for cultural and educational programming that advances cross-cultural understanding across the University.

**Frist Campus Center.** The central gathering place for everyone on campus, as well as alumni, visitors and the surrounding community. Frist hosts a variety of programs and services that enrich campus life, and also includes dining options, mail and package services, classrooms, study rooms, a theater, and more.

**Lesbian, Gay, Bisexual, Transgender Center.** The LGBT Center supports Princeton’s vibrant LGBTQA campus community, provides weekly programming, and offers personal support to students. The center advises more than 15 groups, including those for first-year students, students of color, athletes, and transgender and asexual students. The lounge and library are welcoming spaces to hang out, study and make friends.

**Pace Center for Civic Engagement.** The Pace Center empowers students through meaningful service to discover what moves them and to realize the full potential of the Princeton student experience. From service projects and student organizations, to break trips and summer internships, the center helps students learn what it means to serve and be a part of a community. See page 59 for more information.

**Women’s Center.** A center that supports student-initiated programs, gender-related activism and leadership development. Educational, social and cultural programs create opportunities for all members of the University community to explore gender issues outside of the classroom.
A Day in the Life of Frist

Frist Campus Center is open 20 hours a day (24 hours a day during midterm and final weeks), seven days a week. On any given day at Frist, you could:

- Grab a coffee at Witherspoon's.
- Check your mailbox and pick up a care package from home.
- Stop by a student organization information table.
- Get concert tickets at the University Ticketing office.
- Attend a lecture.
- Watch a movie in the TV lounge.
- Play pool with friends in the billiard room.
- Enjoy a slice of late-night pizza at the Frist Food Gallery.
- Sample sustainable and local food at Café Vivian.
Play Like a Tiger

Whatever your athletic skills or interests, there is a team at Princeton to motivate you and push you to excel. Princeton’s NCAA Division I teams have succeeded in the Ivy League for decades. You also can participate in informal recreational activities for exercise and fun. Our superior athletic facilities are a resource for varsity and recreational athletes.

Varsity Sports
Princeton, with 38 varsity teams, has one of the largest and most successful athletic programs in Division I, with on-field success that regularly places the University at the top of the Ivy League’s unofficial all-sports championship and as the top league finisher in the Directors’ Cup, which measures overall athletic success through NCAA championship competition. Since the formation of the Ivy League more than 50 years ago, Princeton teams have by far the highest number of league championships. For more information, visit www.goprincetontigers.com.

Our Athletic Facilities

Dillon Gymnasium is the hub for recreational sports. It also houses a pool and the Stephens Fitness Center.

Jadwin Gymnasium has 250,000 square feet of indoor space for intercollegiate sports, in addition to a practice area for outdoor field sports. It features Pete Carril Court, the varsity basketball floor.

Baker Rink is a historic facility for ice hockey and skating.

DeNunzio Pool is an Olympic-size pool for competitive swimming, diving and water polo.

Powers Field at Princeton Stadium is home to Tiger football.

Roberts Stadium has facilities for soccer, including: Myslik Field, the grass game field; Plummer Field, an all-weather practice field with an artificial surface; and seating for 3,000 spectators.

Sherrerd Field at Class of 1952 Stadium is a lighted, artificial-surface facility for lacrosse.

Bedford Field is an artificial-turf field for field hockey as part of the Class of 1952 stadium complex.

The Shea Rowing Center is home to the crew program, which uses the University’s Lake Carnegie for training and competition.

The Lenz Tennis Center features 23 outdoor courts.

Outdoor athletic facilities also include an 18-hole golf course and more than 50 acres of sports fields.

Campus Recreation
You have many options for fitness, recreation and athletics at Princeton. All students have access to Dillon Gymnasium and the Stephens Fitness Center, as well as outdoor facilities for recreational use. You can take classes in a range of subjects, including aquatics, dance, group fitness, martial arts and cycling. You also can get involved in sport clubs and intramural sports.
Spotlight on: Student Athletes

Anthony Gaffney

Class year: 2016  
Sport: Varsity football  
Major: Sociology  
Other activities:  
Member of Profound Ivy, a student mentorship group for black male student athletes; Cannon Dial Elm club; intramural basketball

Favorite Princeton sports moment: Beating Harvard my freshman year. It was a game that no one predicted we would win, but we never gave up and staged an incredible 29-point comeback in the fourth quarter.

How being an athlete affects his Princeton experience: Being an athlete gives you a friend pool right when you step on campus, and from that pool you develop great relationships with the people you play with every day. It also gives you a great support system because we're always looking out for each other on and off the field, in and out of the classroom. I can always count on my teammates when I need them.

Michelle Miller

Class year: 2016  
Sport: Varsity women's basketball  
Major: Chemistry with a certificate in neuroscience  
Other activities:  
Princeton Premedical Society mentorship program, Cannon Dial Elm club

On balancing school and sports: Being recognized with the Shapiro Prize for Academic Excellence was an incredible honor for me. I believe it exemplifies the opportunity at Princeton to combine extraordinary academics with high-level athletics and is a testament to the value of hard work.

How being an athlete affects her Princeton experience: Being a part of a team gives me a second family on campus. The support I have received from both my teammates and coaches has been incredible.

Favorite Princeton sports moment: Winning our first-round game in the 2015 NCAA women's basketball tournament, which was attended by U.S. President Barack Obama. At the time the game raised our season record to 31-0 and was the first tournament win for the women's basketball program.

*Rowing = men’s heavyweight and lightweight; women’s lightweight and open
To Lead

Set Forth and Make a Difference

Princeton students want to leave an indelible mark, do important work and help solve the most vexing issues of our time. They want to develop sustainable energy sources; eliminate disease and poverty; erase prejudice; foster religious and cultural tolerance; ensure equal access to education; rebuild and strengthen communities.

What most students need to achieve their dreams is knowledge, opportunity and leadership. Princeton’s objective is threefold. First, we do our best to find the next generation of leaders. We comb the nation and the world for those we believe have the intellectual stamina to meet the challenges of leadership. Second, we equip these individuals with the requisite knowledge and skills in classrooms led by those who themselves are world leaders in their fields. And third, we give our students the chance to practice what they’ve learned by offering ample leadership opportunities on campus and by exposing them to research opportunities and internships in companies, laboratories and nonprofits in local communities and across the continents.

For all these reasons, Princeton’s graduates leave here ready and expecting to make a difference.
Princeton in the Nation’s Service

Since Woodrow Wilson issued a call to public service at Princeton’s 1896 sesquicentennial celebration, preparing students for lives of civic engagement has been one of the University’s core values. Our informal motto is “Princeton in the Nation’s Service and in the Service of All Nations.”

As a student, you may exercise a broad range of options for volunteerism by pursuing service activities offered through courses, campus centers, student organizations, residential colleges, eating clubs and student-initiated efforts. Your interests will open into meaningful collaboration with others on shared goals and lead you to a world of unforgettable experiences.

**Orient Yourself**

Many students begin their Princeton journey learning leadership and civic engagement skills at Orientation programs. Students in small groups — about 10 freshmen led by sophomore, juniors, or seniors — spend a week participating in either an outdoor team-building activity or a service-oriented program. Fees for both programs are covered for students on financial aid. Beginning in 2016-17, all freshmen will participate in one of these programs and all costs will be covered by the University.

**Community Action.** The Pace Center for Civic Engagement organizes this week-long introduction to public service and community building. You will make friends and engage with new people as you tackle projects developed by community organizations in New Jersey, New York City and Philadelphia — renovating homes, restoring city gardens, painting murals, working with youth and more. Activities are paired with evening fun and reflection. You will also interact with faculty and staff over a dinner and book discussion.

**Outdoor Action.** Incoming students from around the world come together to pursue activities such as camping, hiking, rock climbing and working on farms. The program emphasizes team-building activities in the open air, and groups go to such locations as the Catskills in New York, the Appalachian Trail in Connecticut, Shenandoah National Park in Virginia or the Delaware River in New York and New Jersey.

**International Orientation.** This three-day program welcomes new international students to Princeton before the Community Action or Outdoor Action programs occur. Students participate in social events, attend information sessions and take care of practical matters, such as shopping for dorm room items.
Pace Center for Civic Engagement

The Pace Center helps make meaningful service part of your Princeton experience. It’s your home to serve, learn, lead and inspire.

At Princeton, meaningful service is a learning experience. It leads to personal development and positive community impact. It calls on you not just to help, but to learn why and how you can make a difference. With the Pace Center you can discover what moves you and begin your journey to live a meaningful life.

The Pace Center’s programs are centered on four core values:

- **Engaged Discovery.** Learn through doing. You can become immersed in community, service and social change. Start with Community Action during Orientation, or explore a critical societal issue through a fall or spring break trip or summer internship.

- **Impactful Programs.** It’s about influencing both students and the community in a meaningful and sustainable way. From education and social entrepreneurship, to the environment and the arts, you can make an impact.

- **Community Focus.** Community needs are at the forefront of the Pace Center’s work. Whether responding to a natural disaster, starting a new initiative, or joining one of many ongoing service projects, you can be a part of meeting a real community need.

- **Student Leadership.** Empower yourself and others to lead the way. As a freshman, senior and everything in between, you can mentor, guide and take charge as part of a student organization, event team or fellowship.

“The Pace Center enriches my education at Princeton. I’m constantly learning what service means from my tutoring and my interactions with the children. On top of that, it’s amazing to see fellow students being civically engaged as well, continuously reminding me how deeply embedded service is in Princeton’s culture.”

Tumise Asebiomo, Class of 2016
Your Voice Matters

Hands-on leadership opportunities abound at Princeton, where students motivate each other to do great things, from establishing a farmers’ market to organizing national conferences that bring to campus innovators in fields such as sports and graphic design. The Undergraduate Student Government is a center for student leadership and plays a substantial role in the campus community. Students representing various groups and interests also serve on important University-wide committees that recommend and help implement new University initiatives.

Spotlight on: Fellowship Winners

Princeton students have a history of receiving prestigious fellowships that allow them to build on their academic studies, nurture personal talents, travel internationally or engage in community service work. During the past year, students have been the recipients of Rhodes and Gates Cambridge scholarships to pursue graduate study in the United Kingdom. The students said the scholarships would allow them to ...
ROTC

Three Reserve Officer Training Corps (ROTC) programs are open to men and women at Princeton. Army, Air Force and Navy ROTC participants engage in ROTC courses and activities that lead to being commissioned as an officer upon graduation. Participants may be eligible for scholarships described in the Undergraduate Financial Aid information brochure or website and the Application Instructions booklet.

Leaders in Their Field

With a rich history of illustrious graduates that dates as far back as the fourth president of the United States (James Madison, Class of 1771), it’s impossible to list all of the Princeton alumni who have left their mark on politics, science, business, education, the arts and much more. Here are just a few recent alumni from the countless examples of influential Princetonians:

Jeff Bezos, Class of 1986, founder and CEO of Amazon.com

Denny Chin, Class of 1975, federal judge for U.S. Court of Appeals, 2nd Circuit

Jason Garrett, Class of 1989, head coach of the Dallas Cowboys

Elena Kagan, Class of 1981, U.S. Supreme Court Justice

Eric Lander, Class of 1978, leader of the Human Genome Project

Michelle Obama, Class of 1985, First Lady of the United States

Jodi Picoult, Class of 1987, bestselling author

Jared Polis, Class of 1996, U.S. Congressman and philanthropist

Anthony Romero, Class of 1987, executive director of the American Civil Liberties Union

Meg Whitman, Class of 1977, president and CEO of Hewlett-Packard; former president and CEO of eBay
Princeton Summer Internships

Princeton undergraduates frequently use their summers to expand their skills. Three of the larger internship programs are the International Internship Program, Princeton Environmental Institute Summer Internship Program, and Princeton Internships in Civic Service.

Working for the United Nations in Ecuador

I spent the summer after freshman year working at the United Nations World Food Programme (WFP) in Quito, Ecuador. It was exciting to work inside the official UN building for a program that has great impact on the way humanitarian aid functions within Ecuador and neighboring countries. The WFP focuses on slowing climate change, promoting food security and eliminating gender-based violence. WFP channels a lot of its efforts into helping the large Colombian refugee population adjust to Ecuador.

I interned in the office’s communications department. I wrote articles on WFP projects for outlets such as the Huffington Post, and translated papers from Spanish to English. I really enjoyed the office’s cosmopolitan feel. In addition to the Ecuadorian staff, my coworkers were from France, South Korea, Madagascar and other countries. I learned as much from them as from the work itself. My internship confirmed my interests in international relations and journalism, and I would treasure the opportunity to work at a similar UN agency in the future.

It was empowering to live on my own in a foreign environment. I spent time abroad before my internship, but this experience was different in that I was independent for my entire two months abroad. I had the freedom to explore Ecuador alone, with other Princeton interns or with Quito residents who became my close friends. On weekends, I visited Quito’s art museums, swam in waterfalls, hiked Mount Cotopaxi and more.

— Nick Sexton, Class of 2017

Office of International Programs

If you are interested in pursuing a summer internship abroad, the Office of International Programs could be a valuable resource. Summer job placements in a wide variety of fields are offered through the International Internship Program and through partnerships with various University programs and departments. The internships require a time commitment of at least eight weeks.

The International Internship Program supports about 200 interns with funds that cover lodging and living expenses, as well as partial or full airfare. Placements are available around the world in the sciences, nonprofits, finance and other areas. You also may receive funding for an internship that you discover on your own, as long as it provides a serious academic or professional learning experience.

Office of International Programs
62 | To Lead
Tracking wildlife in Kenya

During my summer at the Mpala Research Centre in Kenya, I worked to measure the population trends of important wildlife species of the Mpala area. The data collected on several mammal and bird species, many of which are threatened or endangered, was then compared with previous years’ data. In the future, my data will be compared with data from a newer method of measuring populations in order to test the effectiveness of the newer method.

I would systematically travel in specific paths around Mpala and use rangefinders, compasses and GPS devices to keep a record of sightings. From my internship, I came away with a greater understanding of the challenges involved in fieldwork, as well as of the ecosystem and conservation efforts surrounding Mpala. The fulfilling nature of participating in an independent project encouraged me to continue pursuing research science. As a chemical and biological engineering major interested in conservation, I found this opportunity to begin contributing to environmental efforts immeasurably rewarding.

— Manali Gokhale, Class of 2016

PICS (Princeton Internships in Civic Service)

Helping high school students succeed

When I heard about PICS, I was ecstatic. I always had a great passion for community service, but I also wanted a professionally engaging experience. My internship was at a nonprofit in Chicago called Umoja Student Development Corporation. At Umoja, I got a chance to mentor high school-aged youth, help them with college preparation, and contribute to their academic, social and emotional learning.

From my very first day on the job, I felt right at home. I loved being back in a high school where there was so much energy and activity. I loved being a friend, confidant and mentor to the students. Moreover, I got to serve the students in such meaningful ways, planning their summer college tours, designing workshops to prepare them for college and the work force, and creating a series of workshops with the girls called “Sisterhood Circles.”

My coworkers were welcoming, and I really felt like a part of the team. It was so refreshing to see people dedicating their skills and talents to work that was not merely self-serving; they were actually making the world better for others. I was also inspired by my PICS mentor, who had a lucrative career but dedicated a lot of his time and resources to supporting service programs like PICS. I know now that I really can work “in the nation’s service and in the service of all nations” when I leave Princeton.

— Briana Payton, Class of 2017

Princeton Environmental Institute (PEI) Summer Internship Program

Students participate in faculty-led research projects and work for nongovernmental organizations, government, industry and academic enterprises around the globe.

The PEI internships focus on global environmental issues. Students cover many topics, from environmental sustainability and ecological health, to biodiversity, conservation and environmental justice.

Established by the Princeton University Class of 1969 in the belief that community service is essential to the welfare of society, PICS has become a broader organization supported by various Princeton alumni and clubs. PICS provides the opportunity for students to explore potential careers in public service and the nonprofit sector during eight-to-10-week paid summer internships, where Princeton alumni serve as partners. The internships encompass a wide range of endeavors in national and international organizations. Students work in group advocacy, legal services, public policy, the environment, health and social services, community development, education, and the arts. Since its start in 1996, PICS has placed more than 800 interns with 172 organizations. PICS partners with the Pace Center for Civic Engagement to expand the internship opportunities available for students.
To Make Your Mark

*Take the Next Step*

Where you decide to continue your education will determine in many ways how you think and what you learn, how you present yourself to the world and what you do to change it.

If you attend Princeton, you will experience an education that will transform you forever. You will have opportunities inside the classroom and beyond that will be revelatory. You also will join a community that will reward you for life with extensive alumni connections around the world. It is a network that includes Nobel laureates, Rhodes scholars, MacArthur geniuses, Supreme Court justices, foundation heads, artists, diplomats, pioneers in science and medicine, public servants, and corporate citizens.

Princeton is exceptionally generous in providing opportunities to the students it believes will benefit from the experience this University offers, regardless of need. If you are excited about having the chance to join this unique community, take the next step. Fulfilling your dreams begins here.
Applying to Princeton

Princeton enrolls a freshman class of about 1,300 students each year. The admission staff will consider your application individually, carefully evaluating your intellectual as well as personal qualities. We seek to understand how you have excelled within the context of your respective schools and communities, and how well you have made use of the resources at your disposal. Admission is offered to students who, in our judgment, will best take advantage of the educational opportunities at Princeton and contribute in many ways to the Princeton community.

Our goal is to admit a freshman class defined not only by its outstanding academic ability but also by a variety of backgrounds, particular interests, accomplishments and aspirations. To gain admission, you must demonstrate exceptionally high academic performance and aptitude. The most important document in your application folder will be your high school academic transcript. We also will pay close attention to your personal strengths, nonacademic talents and your commitments to your activities.

Other Items to Note

Although we do recommend completion of some courses to prepare you for a Princeton education, we have no fixed unit or course prerequisites. We recognize that not all high schools offer the same opportunities. We will give you full consideration, even if you have been unable to pursue studies to the extent recommended, as long as your record otherwise shows clear promise. We also encourage you to consult with your school advisers and to take the most rigorous courses possible in secondary school, including honors, higher level and Advanced Placement courses where available.

English Proficiency

If English is not your native language and you are attending a school where English is not the language of instruction, you must take one of the following: Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or the Pearson Test of English Academic (PTE Academic), in addition to the SAT or ACT. The results of two different SAT Subject Tests are recommended but not required.

Examination Requirements

You must submit the results of the College Board SAT or the ACT (with Writing, where offered). In addition, the results of two different SAT Subject Tests are recommended but not required. If you are unable to follow the recommended testing pattern, you should consult with the Office of Admission as soon as possible. Although most students take the tests during junior and senior year, test results from earlier years are also acceptable. We recommend that you take the SAT Subject Tests the same year in which you completed the course in the tested subject. The greatest weight will be given to your strongest scores. You also may elect to use Score Choice to send your best scores.

Special Talents

Evaluation of special talents can be important to the admission decision. You are encouraged to submit materials that show your level of proficiency. This is especially true if you are deeply involved in architecture, creative writing, dance, music, theater or the visual arts. In such cases, you may submit digital representations of your work in addition to the Common Application and the Universal College Application. Also, if you have done math or scientific research, you might want to submit brief abstracts. You should submit these no later than Nov. 6 for early action or Jan. 6 for regular decision.

Students With Disabilities

The Office of Disability Services offers a range of services to ensure that students with disabilities have access to Princeton’s academic and extracurricular activities. Students are invited to visit the office’s website at www.princeton.edu/ods for more information, or to call 609-258-8840.

If you intend to pursue a B.S.E. degree or physical science major:

- Mathematics courses should include calculus
- Sciences should include a year of math-based physics or higher-level physics and a year of chemistry

To Make Your Mark
You may apply to Princeton by submitting either the Common Application (on the Web at www.commonapp.org) or the Universal College Application (on the Web at https://uca.applywithus.com/apply/to/princeton). Princeton treats both applications equally.

If you are applying via the Common Application, please note that you also must complete the required writing supplement to the Common Application. If you are using the Universal College Application, you also must complete the Princeton Supplement. You will find detailed application instructions on our website and in our application directions.

A nonrefundable $65 application fee is required to cover part of the cost of processing each application. If you are applying online, you may pay the fee with a credit card. Applications submitted by mail should include a check or money order, payable to Princeton University. If payment of this fee would cause you extreme financial hardship, your counselor may submit a written waiver request that includes a brief explanation of the reason for the waiver, or you may submit the waiver forms available from the College Board and the National Association for College Admission Counseling.

Single-Choice Early Action
You may choose to apply to Princeton University under the single-choice early action program if you have thoroughly researched your college options and have decided that Princeton is your first choice. Under the nonbinding program, you must complete your application by Nov. 1. You may not apply to an early program at any other private college or university, but you may apply early to any public institution, as long as the decision is nonbinding. You also may apply to any international institution, as long as the decision is nonbinding, or to any college with a nonbinding rolling admission process. The Office of Admission will provide an admission decision by mid-December, including a decision on financial aid if you have completed the Princeton Financial Aid Application.

Three outcomes for applying early to Princeton are possible. The Office of Admission will either (a) offer you admission, (b) deny admission, or (c) defer a final decision on your application and review it again in the regular decision process.

If you are admitted, you will have until May 1 to respond. During that period, you may choose to apply to other institutions, enabling you to compare your Princeton admission and financial aid offers with those of other colleges and universities. Early action candidates are strongly encouraged to complete testing before the Nov. 1 deadline. If you take any standardized tests in November, you should have your scores sent directly to Princeton.

Regular Decision Application Timeline
Regular decision applicants must complete all SAT testing by the January test date. All ACT testing must be completed by the December test date. If you reside outside the United States or Canada, we encourage you to complete all testing by the December test date, if possible. All application decisions will be made available at the end of March or early April. If you are admitted and also have applied for financial aid, you will be notified of any financial aid award at the time you are offered admission.

The Office of Admission reserves the right to review and cancel its offer of admission at any time up to actual matriculation at Princeton in September if your academic or personal qualifications fall below our earlier expectations.

Alumni Interviews for Applicants
Once you submit an application, you may be contacted from October through February for an optional interview with a Princeton Alumni Schools Committee member, depending on your location and the availability of a committee member in your area. The Office of Admission will inform you by email when an interviewer has been assigned.

Postponing Enrollment
If you are admitted, you may matriculate only in September, but you may defer enrollment for a year to travel, work, perform military service or to participate in special programs. We encourage you to take advantage of such opportunities. However, you may not defer to enroll as a full-time student at another degree-granting institution. Additionally, if you are admitted to the Bridge Year Program (described on page 34), you will defer enrollment for one year to conduct a year of service abroad.

You may request a deferral only after you are admitted and choose to enroll at Princeton. You may do so by writing a letter by May 10 to the dean of admission explaining what you would like to do during the coming year and asking that the University defer your enrollment. If you have been awarded financial aid and you defer admission, you must reapply for assistance for the year you plan to enroll.

Transfer Admission
Princeton does not offer transfer admission at this time. If you have enrolled as a full-time degree candidate at another college or university, you are considered a transfer applicant and are ineligible for undergraduate admission.
Single-Choice Early Action

**Aug. 1** Online Common Application and required writing supplement available; Universal College Application and Princeton Supplement available.

**Oct. 1** Princeton Financial Aid Application (PFAA) available online.

**Nov. 1** Application deadline. Recommended deadline for reporting standardized tests to Princeton.

**Nov. 1** Deadline for filing the PFAA.

**November** Last month to take the ACT or SAT tests.

**Mid-December** Admission and financial aid decisions made available online.
**Regular Admission**

**Aug. 1** Online Common Application and required writing supplement available; Universal College Application and Princeton Supplement available.

**Oct. 1** Princeton Financial Aid Application (PFAA) available online.

**December** Last month to take the ACT test. International applicants are encouraged to complete their SAT and Subject Tests.

**Dec. 15** Recommended application submission.

**Jan. 1** Final deadline for postmarked or online-submitted application. (December and January SAT/ACT scores may arrive after the deadline.) Postmark or online deadline for Teacher Reference Forms and Secondary School Report. Free Application for Federal Student Aid (FAFSA) available.

**January** Last month to take the SAT and SAT Subject Tests. Online Application Status Check available to confirm that required forms have been received by the Office of Admission.

**Feb. 1** Deadline for the online PFAA.

**March 15** Recommended date for submitting parents’ federal income tax returns and W-2 statements.

**End of March** Admission and financial aid decisions made available online.

**April 15** FAFSA deadline.

**May 1** Postmark and online deadline for accepting Princeton’s admission offer.

**May 10** Recommended date for requesting a one-year deferral of enrollment.

**Aug. 1** Online Common Application and required writing supplement available; Universal College Application and Princeton Supplement available.

**Oct. 1** Princeton Financial Aid Application (PFAA) available online.

**December** Last month to take the ACT test. International applicants are encouraged to complete their SAT and Subject Tests.

**Dec. 15** Recommended application submission.

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**End of March** Admission and financial aid decisions made available online.

**April 15** FAFSA deadline.

**May 1** Postmark and online deadline for accepting Princeton’s admission offer.

**May 10** Recommended date for requesting a one-year deferral of enrollment.
Financial Aid

We encourage students from all backgrounds to consider applying for admission to Princeton. Princeton has one of the strongest need-based financial aid programs in the country, reflecting our core value of equality of opportunity and our desire to attract the most talented students. All aid is awarded based solely on need. If admitted, you can be confident that your full financial need, as determined by Princeton’s Financial Aid Office, will be met. Princeton does not offer academic or athletic merit scholarships. The University’s financial aid program provides grants and work study — not student loans — to meet your full demonstrated financial need. For that reason, it is possible for you to graduate from Princeton without debt. This policy applies to both domestic and international applicants.

Awarding Aid
Princeton’s need-based aid program assists students from a wide range of economic backgrounds. Careful consideration will be given to your family’s financial circumstances as presented in Princeton’s free online aid application. The amount your parents are expected to contribute toward the cost of attendance varies according to their resources. Families with low incomes are asked to make relatively small contributions, in many cases zero, and receive the largest grants. Middle- and higher-income families will benefit from grants based on their individual level of need. You also may meet a portion of your college expenses through summer and term-time earnings; you will not be required to take a loan to pay Princeton’s costs. More information about Princeton’s extensive financial aid program is available in the booklet Undergraduate Financial Aid Information and Application Instructions, and on the Web at www.princeton.edu/aid.

Expenses and Billing Options
Estimated miscellaneous expenses include the residential college fee, class dues and activities fee, totaling $990. The room and board rate is for the standard University dormitory and meal plan charge. Princeton offers a Student Health Plan at a cost of $1,900 if you are not covered under your family’s medical insurance.

Your family will be billed each semester for half the University charges. A 12-month installment plan is available, and carries a fee currently set at 2.25 percent. In addition to these basic payment options, parents who wish to finance their share of the student bill over a longer payment period may apply for a Princeton Parent Loan or the federal PLUS loan. More information is available on both the financial aid and student accounts office websites.

Student Employment
If you want to work during the academic year, you will find a wide variety of job opportunities, both on and off campus. The student employment office maintains a Web listing of current job openings, and the staff is available to answer your questions.

“In Princeton’s financial aid program is one of the best in the country for low- and middle-income families. Since 2001, we have made it possible for students to graduate debt free.”
Robin Moscato, director of undergraduate financial aid

In the 2014–15 academic year ...

About 60% of all undergraduates received financial aid.

The average grant for freshmen receiving financial aid covered 100% of tuition.

83% of seniors graduated debt free.

17% of graduating seniors chose to borrow during their four years at Princeton, usually for additional expenses such as a laptop computer or an unpaid internship. Their average total indebtedness at graduation was $6,600.
Financial Aid for Students Admitted to the Class of 2019

<table>
<thead>
<tr>
<th>Gross Family Income</th>
<th>Average Grant</th>
<th>What It Covers</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 – 65,000</td>
<td>$57,700</td>
<td>Full tuition, room + board</td>
</tr>
<tr>
<td>$65,000 – 85,000</td>
<td>$53,400</td>
<td>Full tuition, 70% of room + board</td>
</tr>
<tr>
<td>$85,000 – 100,000</td>
<td>$50,300</td>
<td>Full tuition, 48% of room + board</td>
</tr>
<tr>
<td>$100,000 – 120,000</td>
<td>$47,400</td>
<td>Full tuition, 28% of room + board</td>
</tr>
<tr>
<td>$120,000 – 140,000</td>
<td>$44,400</td>
<td>Full tuition, 7% of room + board</td>
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<td>$24,900</td>
<td>57% of tuition</td>
</tr>
<tr>
<td>$250,000 and above</td>
<td>$19,000</td>
<td>43% of tuition</td>
</tr>
</tbody>
</table>

Most who qualify have 2 children in college.

Of those who applied for aid: 100% qualify 90% qualify 83% qualify 40% qualify

Tuition = $43,450  Room and board = $14,160

Your grant may vary from the above average based on the Financial Aid Office’s individual evaluation of your family’s resources, including assets other than the family home or retirement funds.

Fees and Expenses, 2015–16

Tuition ......................... $43,450
Room and board ................ $14,160
Estimated miscellaneous expenses (books, supplies, telephone, recreation, etc.) .......... $3,550
Estimated total ................ $61,160

Note: Because the cost of goods and services continues to rise, charges for 2016-17 are expected to increase modestly.

Financial Aid by the Numbers, 2015–16
(Estimated)

$140 million Grant dollars for all undergraduates
$37 million Grant dollars for the Class of 2019
$46,350 Average annual grant for aid students admitted to the Class of 2019

The average aid package for a student admitted to the Class of 2019 is an estimated $48,600 per year:

95% grant aid ( $46,350 )
5% campus job ( $2,250 )

$48,600

We hope you’ll take a closer look at Princeton, no matter what your financial situation may be.

To learn more about Princeton’s financial aid program, visit admission.princeton.edu/financialaid
Visit Us

A visit to the Princeton campus will likely give you a good feel for all that Princeton has to offer. Throughout the year, you may combine a general information session with a one-hour campus tour led by experienced student guides.

General Information Sessions
The one-hour general information sessions, conducted by an admission officer at Clio Hall, are available on weekdays and a limited number of Saturdays during the fall. You and your family are welcome, and no reservations are necessary.

Campus Tours
Tours of campus are conducted by student guides throughout the year through the Orange Key Guide Service. The guides will show you points of interest, describe the history of the University and answer questions about academics and campus life.

If you are interested in engineering, you should consider a tour of the School of Engineering and Applied Science. Tours are offered weekdays when classes are in session and between early July and late August.

Traveling to Princeton
Princeton is accessible by many means of transportation. For plane travel, it is most convenient to fly into Newark Liberty International Airport and take the train from the airport to campus, although Philadelphia International Airport is about an hour’s drive.

Travel Resources
Driving and rail service instructions:
www.princeton.edu/main/visiting
Recorded directions: 609-258-2222
Campus parking information:
www.princeton.edu/main/visiting/aroundcampus/parking
Parking information in town:
www.princetonparking.org

Web and Telephone Resources
General Tours and Information Sessions:
www.princeton.edu/admission/visitprinceton
Telephone: 609-258-3060
Tours of the School of Engineering and Applied Science:
www.princeton.edu/engineering/undergraduate/engineering-tours
Telephone: 609-258-4554
This book uses Mohawk Via Satin paper, a 30 percent postconsumer recycled fiber product that is manufactured with renewable, nonpolluting, wind-generated electricity.

Using 30 percent postconsumer recycled fiber for the paper in this project means:

- 233 trees preserved
- 672 pounds of waterborne waste not created
- 98,909 gallons of wastewater flow saved
- 10,944 pounds of solid waste not generated
- 21,548 pounds of net greenhouse gases prevented
- 164,929,920 BTUs of energy not consumed

Using wind power to generate the paper means:

- 36,462 pounds of greenhouse gas emissions not generated
- 39 barrels of fuel oil not used
- Equivalent of taking 3 cars off the road for one year
- Equivalent to planting 2,480 trees

In compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, and other federal, state, and local laws, Princeton University does not discriminate on the basis of age, race, color, sex, sexual orientation, gender identity, religion, national or ethnic origin, disability, or veteran status in any phase of its employment process, in any phase of its admission or financial aid programs, or other aspects of its educational programs or activities. The vice provost for institutional equity and diversity is the individual designated by the University to coordinate its efforts to comply with Title IX, Section 504 and other equal opportunity and affirmative action regulations and laws.

Questions or concerns regarding Title IX, Section 504 or other aspects of Princeton's equal opportunity or affirmative action programs should be directed to the Office of the Vice Provost for Institutional Equity and Diversity, Princeton University, 205 Nassau Hall, Princeton, NJ 08544 or 609-258-6110.