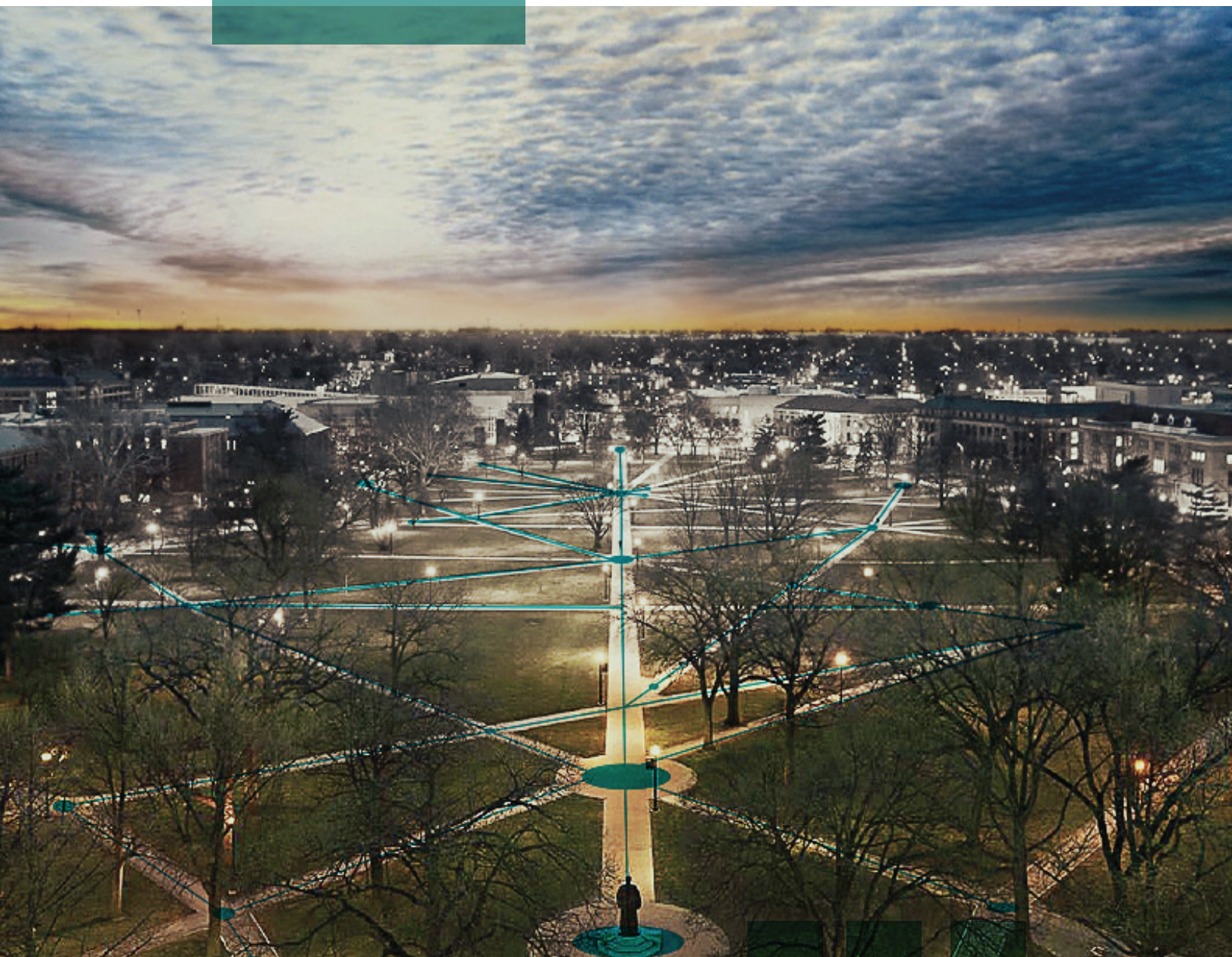


NEWS FROM THE OHIO STATE DEPARTMENT OF

SOCIOLOGY



THE OHIO STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

CONTENTS

1 Faculty Profiles

Korie Edwards
Mike Vuolo

4 Graduate Student Profiles

Paola Echave
Rob Vandenberg

8 Alumna Profile

Evelyn Gertz

9 Undergraduate Student Profiles

Sara Bailey
Jaime Wise

10 Department News and Updates

New Degree
New Certificate
Population Association of America
American Sociological Association Awards
Media
2019 Graduate Student Placements

15 Support the Department

MESSAGE FROM THE CHAIR

This is an exciting time to work in the Department of Sociology.

The energy and collegiality that brought me to this department nearly seven years ago is even more palpable today, and the students continue to impress me with their effort and ingenuity, both in the classroom and through their associations and mentorship. As you'll see in this newsletter, several sociology and criminology students are conducting research on other continents, applying their sociological training in the workplace and connecting with alumni to better prepare them for post-graduate education. The faculty in the department remain as productive as ever, with several colleagues receiving awards for their scholarship, and grant activity is at a 10-year high. Their hard work and creativity was reflected in the latest Shanghai Global Rankings of Academic Departments, which places Ohio State 12th internationally. I also want to acknowledge and thank our lecturers. We could not offer such a variety of classes and maintain a strong major without their tremendous contributions to the department.

On that note, the department's two majors — sociology and criminology — remain popular, and we were excited to launch a new Bachelor of Science degree this year. The Bachelor of Science option allows students complete additional methods training in one of three specialty areas: population dynamics and wellness; criminology, law and society; or social inequality and poverty. Regardless of their chosen track, students will learn to make evidence-based arguments, analyze data and acquire knowledge of other cultures so they can collaborate in diverse workplace and educational settings.

Our graduate program, which retains its standing among the top-20 in the nation, remains a source of pride. We strive to prepare our graduate students for success in any profession that requires versatile research capabilities, strong writing skills and an ability to work in diverse environments. Yet the graduate students don't simply receive an education; they make invaluable contributions to the department's mission of education and scholarship. Several graduate students have published their work and received awards for their scholarship during the past year.

Finally, I want to give a special thanks to the many sociology alumni who have kept in touch and who help support the department. We were delighted to honor Kim Jacobs, a criminology alumnus and former Columbus police chief, with the inaugural Distinguished Alumnus Award last April. I also want to thank our Alumni Advisory Board for their time and contributions to the department.

None of this "just happens." Among the many things I've learned in my short time as department chair is just how much time, effort and commitment our faculty, staff, lecturers and students invest in their teaching, research and service. If you're interested in reconnecting with the department or learning more about our activities, please email us at sociology@osu.edu or contact me at king.2065@osu.edu. We want to hear from you!

Enjoy the newsletter, and best wishes,

Ryan D. King
Professor and Department Chair

FACULTY PROFILES

KORIE EDWARDS RELIGIOUS LEADERSHIP DIVERSITY PROJECT

In recent decades, racial and ethnic diversity of church congregations has more than doubled, increasing from about 7% to nearly 14%. Korie Edwards, associate professor in the Department of Sociology, wanted to know more about the unique challenges confronting multiracial congregations, so she began a multiyear data collection effort called the Religious Leadership Diversity Project (RLDP).

Through previous research, Edwards and her team had a basic knowledge of what it meant to lead a multiracial church. However, they had not contextualized the leaders and their choices, and they wanted to take a concerted look at pastors of multiracial churches. These thoughts gave life to the RLDP, the most comprehensive study of U.S. multiracial church head clergy ever conducted.

Edwards has studied the organizational context of multiracial churches for years, even serving as the president of the Society of the Scientific Study of Religion. However, her previous research did not focus specifically on leadership.

"We were focused on the organization. Leaders were just one of many factors we looked at," Edwards said.

Working with a team of graduate students, Edwards and her colleagues researched racial segregation of religious organizations throughout the United States. They found that ethnicity and diversity of congregations has nearly doubled within churches and that the leaders of these churches face unique challenges when working with diverse audiences in how these churches work.

For instance, pastors sometimes have to "wing it" financially because they cannot rely on others. Additionally, the social isolation pastors generally experience is exacerbated when working in a multiracial church.

"They don't have sufficient social support," Edwards said. "For multiracial church pastors, the isolation is more acute because there are simply so few other people and organizations, including other pastors and denominations or seminaries, who can relate to what they are experiencing as people trying to build cross-racial community. This isolation can be emotionally taxing and stressful."

Pastors do experience rewards for heading multiracial churches. They gain a sense of fulfillment by working to affirm diversity.

But, Edwards adds, "Bottom line, the way America works puts multiracial church pastors, and I imagine other leaders aiming to build cross-racial community, at a real disadvantage. These leaders need additional institution support – financially and socially – to do the work they do well."

The RLDP has been impactful in no small part because of the team's outreach efforts. Edwards' team hosted 85 people of various Christian denominations at the Multiracial Church conference last summer. Attendees included denominational leaders, pastors and a handful of church lay leaders from states throughout the U.S., including Indiana, Michigan, Maryland, Virginia, Texas and California. Several pastors made the trip from Australia to attend.

Many clergy expressed feeling that the challenges they experience as pastors of multiracial churches are unique to their individual congregations. But, their experiences are by no means unique to them and their particular circumstances, and Edwards encouraged clergy to embrace a *sociological imagination* to place their own challenges within the broader context.

"To be able to put in context and traverse the difficult racialized and religious terrain they find themselves, they must grasp that what they are experiencing is due to structural patterns in society. RLDP research





reveals this,” Edwards said. “Knowing they are not alone and that their challenges are due to structural patterns and not personal was very encouraging to pastors.”

When asked about the key themes that emerged from the conference, Edwards said it helped break the feeling of isolation.

“They are not alone. There are other people out there working to build cross-racial religious community,” Edwards said. “Coming to an intimate, research-based conference like this let them know they are not (alone). Our research revealed they are not. They got to see that they are not as they got to know other religious leaders in the same boat.”

Edwards said the conference was as joyful as it was successful.

“We enjoyed seeing people build relationships at the conference,” Edwards said. “Several pastors who came from across the country got to know one another at the conference have actually formed a group that meets remotely on a regular basis where they support one another as multiracial church pastors.”

In the end, the biggest challenge facing diverse congregations is resources: financial, cultural, intellectual and social. Edwards believes that scholars should “pay considerable attention to how leaders who are going against the status quo – in this case, racial segregation – get and sustain sufficient resources to generate social change.”

MIKE VUOLO DRUG POLICY

WHY DID YOU DECIDE TO APPLY FOR A FULBRIGHT?

Fulbright seemed like the perfect opportunity for both professional and personal fulfillment. I analyzed European Union drug data for my dissertation, and professionally, being able to learn from and collaborate with those whose data I had used was very appealing, especially given the need to learn from other parts of the world to tackle our own drug issues in the United States. Personally, even though I used their data, I had not actually left North America when I defended my dissertation. Since then, I have been traveling as much as possible. Fulbright, especially this unique grant that required multiple countries, provided an opportunity to live abroad that I’d never had before.

WHAT IS YOUR RESEARCH PROJECT ABOUT?

Drug policy represents a topic of central importance within and between EU countries and U.S. states, and for EU-U.S. relations. Harmonized data collection in the EU via the European Monitoring Centre for Drugs and Drug Addiction (EMCDDA) and the constituent member state collection points is in many ways ahead of the U.S. Building upon my own background in drug policy, substance use and statistics, the project had four goals: 1) learn from Croatia’s recent and France’s established country collection agencies; 2) learn from the central data gathering point, the EMCDDA, in Portugal; 3) analyze the effects of policy and social context on substance use; and 4) examine opportunities for EU-U.S. data harmonization and collaboration. A future goal would be to explore the feasibility of implementing any of their techniques in the U.S., including whether we could mimic their centralization from countries to the EU analogously to state to the federal level.

WHY DID YOU CHOOSE THE SPECIFIC COUNTRIES, AND WHAT WAS IMPORTANT ABOUT BEING ABLE TO CONDUCT THE RESEARCH ABROAD?

Portugal was easy because that is where the EMCDDA is located. Croatia is the most recent member of the EU, thus providing the opportunity to see how a country brings their data collection up to the standards of the EU. France was one of the original EU members and has a large national operation for drug data collection, thus providing an opportunity to see an established site.

CAN YOU SAY ANYTHING ABOUT PRELIMINARY FINDINGS?

Yes, I’ll summarize a couple papers we’re working on. In France, we were using multilevel models to look at how context at the administrative level of the department (kind of like counties) affects individual-level substance use among 17-year-olds. All 17-year-olds are required to take a civil service exam to, for example, go to university or get a driver’s license. So they have an incredibly unique sampling frame. In this dataset, we found that not only is individual-level tobacco use predictive of e-cigarette use, but that tobacco use in the department is also associated with e-cigarette use. So there’s a contextual aspect to this emerging phenomenon.

Second, in Portugal, I was analyzing the European Web Survey on Drugs, a large, 16-country dataset of drug users. Normally in a general population survey, there are too few drug users to examine anything except prevalence. With a large survey of drug users, we can make comparisons among drug users to understand outcomes specific to users. For example, in our first paper, we consider gender and the source with which one acquires cannabis, cocaine or MDMA. We know that males are more likely to go to dealers, while females are more likely to obtain drugs for free. We confirm this, but find that as frequency of use increases, these gender differences disappear.

MORE BROADLY, WHAT ARE YOUR BIGGEST TAKEAWAYS FROM YOUR SEMESTER ABROAD?

Mostly, I feel incredibly fortunate to even be able to have this opportunity. Like I said, travel wasn’t really part of my life until recently. To be able to see the world while doing a job that I really love, and expanding professional connections across the world, is something that I’m quite thankful for.

“I feel incredibly fortunate to even be able to have this opportunity.”



GRADUATE STUDENT PROFILES

PAOLA ECHAVE FROM THE ANDES TO FLATLAND OHIO



WHERE DID YOU GROW UP?

I grew up in La Paz, Bolivia, which is located on the Altiplano Plateau in the Andes Mountains. While growing up, I spoke Spanish and was taught by my grandmother how to speak Quechua, which is one of the native dialects of the region. My most cherished memory is listening to the history and folklore of our culture told by my grandmother and other elders during family gatherings. While living in Bolivia, I witnessed the election of the first indigenous president, Evo Morales, in the history of the nation, but I also saw the violence that preceded it. La Guerra Del Gas (Gas War) started in 2003 and was one of the most traumatic experiences in the recent history of Bolivia. The political unrest and economic instability of the country forced my mother to flee to the United States. She left Bolivia when I was 10, but I stayed to finish my secondary education.

WHEN DID YOU EMIGRATE TO THE U.S.? WHAT WAS THAT EXPERIENCE LIKE?

After my last year of high school in Bolivia, my brother and I were finally able to reunite with our mother. We moved to Alamogordo, New Mexico, where my brother continued his high school education and I started college. The first four months of living in the U.S. proved to be the most challenging, as I did not speak English and spent countless hours doing homework or reading articles assigned in my courses. My brother and I faced several challenges learning how to speak English as there were not any accessible resources for immigrants. I relied on family members and other immigrant friends to translate my homework or practice my speech. They also provided constant emotional support.

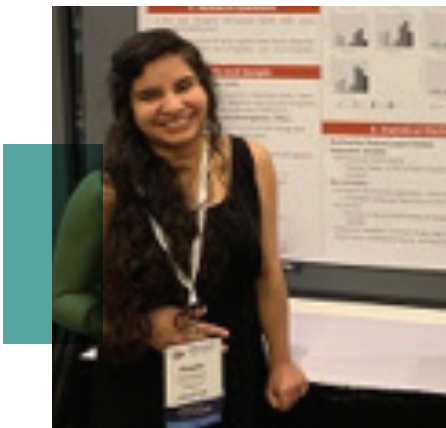
However, the biggest obstacle I faced as a new immigrant was not

the inability to speak English; it was the xenophobia I experienced and witnessed in Alamogordo. I started working at a movie theater, and one of my most painful memories is when I was accused of stealing by a customer and told to go back to my country. I also worked as an intern in the sheriff's office, where I witnessed the lack of resources for residents who did not speak English. This was very frustrating because the city had a large percentage of Hispanic people.

WHY DID YOU DECIDE TO PURSUE A PHD PROGRAM IN SOCIOLOGY?

My desire to get a PhD was instilled by María Vélez, an associate professor of sociology at the University of New Mexico, who introduced me to the fields of sociology and criminology. Originally, I was pursuing a medical career, but I took Vélez's class on the causes of crime and delinquency and realized I could use statistical methods and theory to answer questions about immigration, crime and other factors. This realization is what ignited my passion for sociology.

I want to be a professor of sociology at a research university. I also want to continue studying immigration and guiding and motivating young minorities to complete a college education and gain the confidence to achieve their academic goals.



WHAT IS IT ABOUT SOCIOLOGY THAT MOTIVATES YOUR WORK?

I truly enjoy that I can use quantitative and qualitative methods to study the effects social factors have on individuals. I am particularly interested in studying immigration and health in the U.S. and Latin American countries.

HOW HAVE YOUR EXPERIENCES AS AN IMMIGRANT INFLUENCED YOUR CAREER PATH AND SOCIOLOGY RESEARCH?

When I arrived in the U.S., I met many other immigrants who shared stories and experiences similar to mine. However, I did not realize how important the immigrant status is and how it influences various aspects of our lives. It was not until I learned about the connection between immigration and crime that I finally understood how immigration can be studied from a sociological perspective. I thought being an immigrant simply implied being an outsider and that it did not have substantial impact on my future in the United States. I thought that, regardless of my label, I could still pursue the American dream. Nevertheless, I saw other immigrant friends who had experienced more difficulty achieving the same academic goals I had. This made me question whether the experience of being an



immigrant varies and how much of an effect it has on people. As I learned more about immigration not only from my own experience and those of my peers but from research articles, it became obvious I enjoyed studying and reading about it. My passion for research about immigration only continued growing as I realized that there was more to be done in this field.

“As I learned more about immigration not only from my own experience and those of my peers but from research articles, it became obvious I enjoyed studying and reading about it.”



WHAT HAS YOUR EXPERIENCE BEEN LIKE AT OHIO STATE?

I truly enjoy Ohio State because the Department of Sociology has been very supportive and welcoming. Furthermore, I was pleasantly surprised to see many students from South America, specially Bolivia, here. When studying at the University of New Mexico, I met very few people from South America and not a single Bolivian. Now that I am in Columbus, I was able to reconnect with people from the same heritage and culture. My Bolivian friends and I often meet up for get-togethers, cooking and dancing. We enjoy each other's company and talking about places we like going in Bolivia and how research and getting a degree in the U.S. could help us contribute to our country.

WHAT DO YOU SEE AS THE CHALLENGES LATINA IMMIGRANTS FACE IN SUCCEEDING IN U.S. ACADEMIA?

Based on my own experience and those of my friends, faculty members who reached out to us made a significant difference in the decision we made to obtain a higher-level education. I also think Latina immigrants lack the adequate resources to address their mental health problems; balance work, education and life; and prepare for the standardized tests required to enter graduate school programs.

ROB VANDENBERG MILITARY + DOCTORAL PROGRAM

Major Robert Vandenberg is a flight commander serving with the 217th Air Operations Group, Michigan Air National Guard. As a doctoral candidate in the Department of Sociology at Ohio State, his research focuses on issues related to peace, war and social conflict, as well as criminology and contentious politics. The views expressed here are his own and do not reflect the positions of the Air National Guard, the U.S. Department of Defense or the State of Michigan.

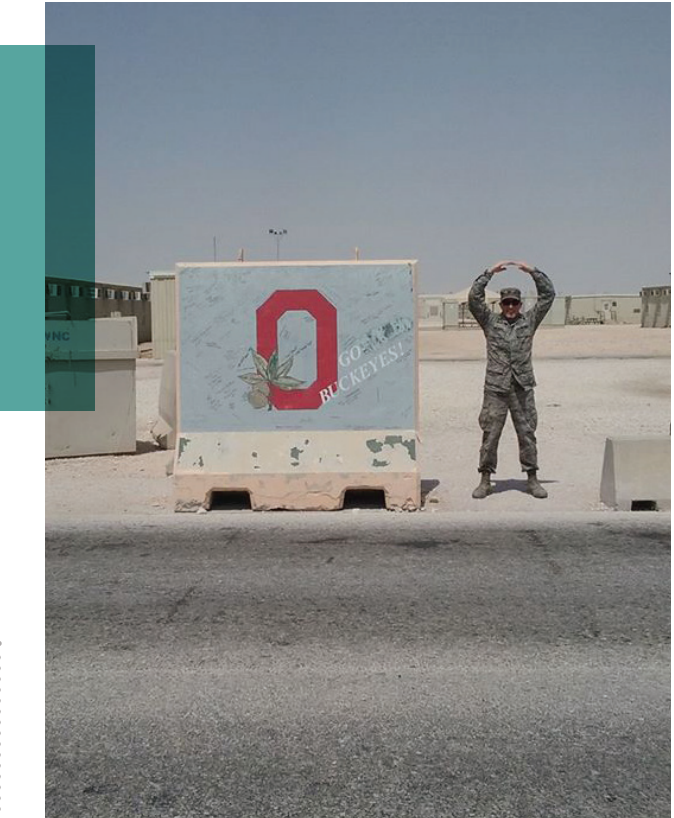
Hardly anyone who knew me as a teenager expected me to end up in the military, but they would have found the fact that I became a social scientist completely unsurprising. In high school, I was known as an introverted nerd who spent his spare time reading, and if my life had continued on the trajectory it was on when I started 11th grade, I imagine that I would have either followed a traditional pathway into academia or gone on to teach social studies at a secondary school. But as fate would have it, I was 16 years old when the Sept. 11 attacks took place, and there was something about being that age at that time that compelled me to think seriously about serving in the armed forces. One thing led to another, and when I started college in 2003, I decided to enroll in Air Force Reserve Officer Training Corps (ROTC). That decision ended up starting the journey in uniform that I’m still on today.

After completing my bachelor’s degree from the University of North Dakota, I received my commission as second lieutenant in 2007, and from 2008 to 2012, I served on active duty in the U.S. Air Force. Following the completion of my active duty service commitment in 2012, I transferred to a “drill status” (i.e. part-time) position in the Michigan Air National Guard that had the benefit of being close to home. Around that same time, I started in the sociology doctoral program here at Ohio State, and my military and social science careers have run in parallel ever since. Ohio State has turned out to be a wonderful choice not only because of how friendly and collegial the department is, but also because of the freedom it has given me to specialize in the study of terrorism and political violence and how wonderfully supportive the program was when I had to take time off for an overseas deployment two years ago.

People often ask me about what it’s like being an academic and a service member at the same time. Academia and the armed forces differ in many ways, though perhaps not as much as commonly assumed. Both vocations attract highly ambitious people who hope through their work to earn a place in a professional community that contributes to the common good. Where they diverge most noticeably is in terms of the worldviews that they tend to embody as institutions. Service members often lean more

conservative and harbor more overtly positive attitudes toward the United States, while academics generally favor a critical perspective that is quick to point out the country’s shortcomings. However, if you push past those aggregate-level generalizations, you realize not only that there exists a tremendous diversity of perspectives among both scholars and service members, but also that there is a great deal of common ground. Dig even deeper and you begin to realize that loyalty and dissent are both essential preconditions for a healthy democratic society. When I was first finding my way in academia, I wasn’t sure how I would fit in as someone who was (and remains) unapologetically patriotic, but what I found was that the community here was very accepting of that part of my identity. For that matter, the manner in which becoming a sociologist forced me into sustained dialogue with the critical tradition helped me to think more deeply about what it means to love my country and what kind of future I want for it.

On the practical level, I have found it very useful to be able to carry a sociological lens with me when I put on the uniform, and conversely, to be able to draw on my military experience when entering the classroom or conducting research. My first experience as an independent instructor was when I was a junior officer assigned to training new



Then-Captain Vandenberg showing Buckeye spirit at the end of a deployment to the Middle East, July 2017.

airmen on what procedures to follow in the event that their aircraft were called upon to employ live ordinance. As I spent time with my trainees, I realized that all of their experience in the Air Force up to that point had conditioned them to fixate on the fact that I was an officer, and this could often become a distraction when I was trying to teach them. Pushing past that meant finding ways to minimize the power distance in those interactions, while at the same time retaining enough authority to direct the learning process. Although the context is obviously very different, I have found that similar dynamics sometimes prevail at the university, so I focus heavily on being accessible and relatable in interactions with my students.

“...there exists a tremendous diversity of perspectives among both scholars and service members, but also that there is a great deal of common ground. Dig even deeper and you begin to realize that loyalty and dissent are both essential preconditions for a healthy democratic society.”

By the same token, having sociological training can be a powerful tool for a military officer, since it is useful both for understanding one’s own unit and for helping members of one’s unit understand situations they are likely to encounter. On one occasion, I was explaining to some of my troops in the Air National Guard what to expect if they were mobilized to support an active duty organization, and I told them, in effect, that it all boils down to generalized trust (a major topic in my master’s thesis): National Guardsmen and reservists are used to working in organizations where the same people serve together for years or decades, and consequently there’s a high level of innate understanding and mutual reliance. Active duty units, on the other hand, experience rapid personnel turnover, which tends to lead to higher levels of internal friction relative to what Reserve Component members are accustomed to. Consequently, when I’m dealing with airmen who grew up in the Guard, I draw on my background as a teacher and a sociologist by telling them to expect more interpersonal conflict when they’re in active duty settings, and that the best way to thrive and contribute in that environment is to lean on their fellow Guardsmen and leverage informal Reserve Component networks (because guardsmen and reservists stick together!) to find solutions to problems faster than active duty personnel with less social capital might be able to.

By far the most rewarding part of being an officer and academic at the same time is getting to mentor young men and women who are contemplating careers in the



Vandenberg with one of his former students, Second Lieutenant Matthew Bult. Lt. Bult graduated from Ohio State with a bachelor’s degree in international studies on May 5, 2019 and commissioned into the Marine Corps that same day. He has been selected to train as a military aviator.

military or the government more generally. One of my greatest sources of pride is the former undergraduate research assistants of mine who have gone on to serve in law enforcement, the legal profession, the Air Force, the Marine Corps and various other government agencies. As a veteran and specialist in terrorism research, I have been able to help students think through the security threats facing the United States while also welcoming frank conversations about the challenges inherent in serving in the national security field. Aspiring officer candidates need an opportunity to talk openly about the morality of war; about the responsibilities inherent in wearing the uniform; about their own values, strengths and personal vulnerabilities; and ultimately about whether it’s a challenge they can feel comfortable living with. In and of itself, no amount of scholarly knowledge can prepare you to have those conversations, but I have found that being able to use the sociological perspective in reflecting on my own military service lends itself naturally to being able to engage in that kind of dialogue.

ALUMNA PROFILE

EVELYN GERTZ PAGES INTEGRITY TEAM FOR FACEBOOK



After finishing her undergraduate degree at the University of Michigan, Evelyn Gertz spent two years working as a litigation paralegal in New York City on a 9/11-related case and three more as a newspaper copyeditor and researcher in Tel Aviv, Israel.

Her experience regarding the Middle East led her to Ohio State to pursue her PhD.

“I chose Ohio State because of the breadth and depth of scholarship in the department related to conflict, violence and identity problem spaces that I became fascinated by through my work at the law firm and time spent living in the Middle East,” she said. “I wanted the skillset to produce knowledge, rather than just rely on what others were telling me.”

Gertz earned a joint master’s and PhD in sociology and is now a researcher for Facebook’s Pages Integrity team, where she uses the sociological training she acquired at Ohio State

to survey and interview users around the world. After she analyzes the data and extracts conclusions, she communicates them to Facebook’s engineers.

Gertz said she appreciates the ability to use the research skills she learned at Ohio State to interact with different populations from around the world, and she enjoys “the opportunity to impact the experiences of the 2 billion people who log in to Facebook every month.”

UNDERGRADUATE STUDENT PROFILES

SARA BAILEY SOCIOLOGY + CRIMINOLOGY



Sara Bailey, a third-year student at Ohio State studying psychology and criminal justice/criminology on the pre-law track, is the current president of the campus’s Sociology and Criminology Club. Bailey is focusing on studying for law school, and she is researching what type of law she wants to go into and which schools she wants to attend. Sociology and Criminology Club is focused on sociology and criminology students and is career-driven. The club hosts various speakers and sends weekly emails with information about upcoming campus events for members. Through the club, students receive resources and information they might not have otherwise known about, expanding the opportunities they have to attend events and get involved.

The Sociology and Criminology Club advising board is planning an event for pre-law students preparing for law school and providing information about the Law School Admission Test (LSAT). They hope to plan a documentary viewing event for members in the future.

“Seeing the different ways this major can take people and seeing the different career interests within the students that attend meetings,” Bailey said, adding that she also enjoys the meetings and interacting with people that she might not have known without the club.

JAMIE WISE STUDYING SOCIOLOGY IN RWANDA

Jamie Wise, a double major in sociology and international studies, decided to major in sociology after being part of the department’s summer education abroad program in Rwanda with Associate Professor Hollie Nyseth Brehm. As part of the program, Wise lived in Rwanda for three weeks and studied the causes of genocide and dynamics of seeking justice after mass atrocity from a sociological perspective.

“The program convinced me that sociology can help us face contemporary social problems,” said Wise, who is interested in the sociology of conflict and global criminology. “If we can better understand how threat perceptions and communal grievances are socially constructed and reproduced, we can learn to dismantle cycles of hatred and work toward sustainable peace.”

As an undergraduate student, Wise has participated in several internships focused on policy-oriented research. She compiled open-source data on human rights abuses in South Sudan for the U.S. Department of State and wrote on U.S. counterterrorism policy at the Center for Strategic and International Studies (CSIS) in Washington, D.C.

“In each of these roles, I have been able to apply my skills in social sciences research from Ohio State and get closer to my goal of working at the intersection of security and human rights,” Wise said.

She has also had the opportunity to conduct hands-on research. While in Rwanda, she worked on a second project in her area of interest.

“My second study focuses on Syrians’ opinions of what should happen following the mass violence in Syria. I interviewed refugees in Jordan and rely upon those interviews.”

After graduating from Ohio State, Wise plans to continue to study and research genocide. In the future, Wise hopes to spend some time in the field doing research and policy work, attending graduate school and one day inspiring others to believe that no atrocity is inevitable, and no peace is unattainable.

DEPARTMENT NEWS AND UPDATES

NEW DEGREE BACHELOR OF SCIENCE IN SOCIOLOGY

The Department of Sociology began offering a Bachelor of Science degree in autumn 2019. Students can pursue one of three specializations: population dynamics and wellness; criminology, law and society; or social inequality. The addition to our undergraduate program positions the department to be the first institution in Ohio to offer a BS in sociology.

The Bachelor of Science curriculum requires coursework in research methods, statistics, theory and a set of highly focused electives. Rigorous methodological training and additional research-focused requirements give students expanded opportunities to engage in research and data analysis. Students will learn to make evidence-based arguments, analyze data and acquire knowledge of other cultures so they can collaborate in diverse workplace settings.

The new program, with its three different foci, is geared toward gaining research experience, studying abroad, working with faculty and receiving training through advanced methods and statistics courses. This approach ensures students can leverage the department's strengths in qualitative and quantitative research methods to increase their chances of succeeding in graduate school or other post-graduate endeavors. In addition, being able to work with and analyze data is critical given the nature of the job market, and this program provides our graduates with these skills.

For more information, please email the Department of Sociology Undergraduate Advising office at socadvising@osu.edu or call **614-292-1175**.

Derived from the chair's "excellence statement" to the college, the ASC "College News" article (6/3/19: artsandsciences.osu.edu/news/sociology-bachelor-science-autumn-2019), and in collaboration with the Undergraduate Advising unit.

NEW CERTIFICATE DIVERSITY, EQUITY AND INCLUSION

Professor Reanne Frank and Associate Professor Townsend Price-Spratlen spearheaded the new Diversity, Equity and Inclusion Certificate for the College of Arts and Sciences. This certificate is an interdisciplinary program designed to provide participants with the understanding, knowledge and skills to navigate increasingly diverse social environments and promote equity in the process.

Learn more at: go.osu.edu/dei-certificate



POPULATION ASSOCIATION OF AMERICA



OHIO STATE SOCIOLOGY LEADS THE WAY AT PAA

This year, the 2019 Population Association of America (PAA) annual meeting was organized and implemented under the leadership of John B. Casterline, professor in the Department of Sociology, who was elected president of PAA through a PPA members vote in 2018.

For more than 30 years, Casterline has investigated the causes and consequences of fertility decline in developing countries. He is an affiliate of Ohio State's Translational Data Analytics Institute, served as president-elect in 2018 and is currently the PPA president through 2020.

PAA PRESIDENTIAL ADDRESS FROM JOHN CASTERLINE • APRIL 12, 2019

"CHILDBEARING AS CHOICE" – I discussed how childbearing can be a matter of individual choice, and indeed this is widely viewed as desirable. This in turn directs our attention to childbearing goals. I discussed the two major ways in which childbearing goals and childbearing outcomes can be out of alignment: unintended fertility and unrealized fertility. I argued for societal efforts to maximize matching of goals and outcomes. This includes easily available and high-quality contraception to avoid unintended fertility and various supports for parenting so individuals can have the children they want. I presented data indicating that, while unintended fertility has declined globally and in the U.S. — a good thing — unrealized fertility is a common and possibly increasing phenomenon. I expressed concern about inequality in both undesirable outcomes: Unintended fertility and unrealized fertility are increasingly concentrated in the lower strata. I concluded with a call to take seriously childbearing goals, which is the subjective dimension of reproduction.



Professor Casterline delivers Presidential Address at PAA's annual meeting in Austin, Texas. Photo from BusinessWire.com
[Click here to watch the video.](#)

OHIO STATE SOCIOLOGY RESEARCH WINS AWARDS AT PAA 2019

Chris Knoester, associate professor in the Department of Sociology, along with two former Ohio State sociology PhD students, Richard Petts and Daniel Carlson, received one of four poster prizes given to the top research in the session on Marriage, Family, Household and Unions.

PAA 2019 WINNING POSTER

Session on Marriage, Family, Household and Unions
"If I [Take] Leave, Will You Stay? Paternity Leave and Relationship Stability."

Richard Petts, Ball State University
Daniel Carlson, University of Utah
Chris Knoester, The Ohio State University

Sociology graduate students Paola Echave, Jake Tarrence and Jasmine Whiteside won a 2019 PAA Poster Award for their research titled, "The Role of ICE in Explaining Immigrant Health Disparities in Historical and New Immigrant Destinations in the US." Their research was one of the five chosen as a poster winner for the session on Health, Mortality and Aging.

PAA 2019 WINNING POSTER

Session on Health, Mortality and Aging
"The Role of ICE in Explaining Immigrant Health Disparities in Historical and New Immigrant Destinations in the U.S."

Paola Echave, The Ohio State University
Jake Tarrence, The Ohio State University
Jasmine Whiteside, The Ohio State University



Award winners Paola Echave, Jasmine Whiteside and Jake Tarrence.

MORE ON PAA

The Population Association of America (PAA) is a nonprofit, scientific, professional organization established to promote the improvement, advancement and progress of the human condition through research of problems related to human population.

PAA members include demographers, sociologists, economists, public health professionals and other individuals interested in research and education in the population field. PAA, now numbering 3,700 members world-wide, is the main scientific organization in the U.S. for demographers and hosts a scientific research conference each year.

PAA ON INCLUDING A CITIZENSHIP QUESTION ON 2020 CENSUS

The PAA is on-record opposing inclusion of the citizenship question, for multiple reasons:

- The item has not been subjected to the standard testing procedures.
- Its inclusion may reduce response rates in certain communities, according to technical staff of the Census Bureau.
- Its inclusion will probably increase costs, mainly because of reducing response rates, therefore prompting more follow-up effort that is expensive.
- Sound estimates by small governmental units of the prevalence of non-citizens can be obtained from other sources. Indeed, the estimates from other sources are likely to be more valid than what would be obtained in 2020 census, according to Census Bureau staff and other scholars.

PAA has issued multiple statements and joined amicus brief for one court proceeding jointly with the American Sociological Association and the American Statistical Association.

Read PAA's statement on the 2020 Census citizenship question: populationassociation.org/2019/01/16/statement-on-2020-census-citizenship-question/



AMERICAN SOCIOLOGICAL ASSOCIATION

College of Arts and Sciences Distinguished Professor **Vinnie Roscigno** was elected as ASA council member-at-large.

College of Arts and Sciences Distinguished Professor **Claudia Buchmann** is chair-elect of the Inequality, Poverty and Mobility Section of the ASA.

Assistant Professor **Mike Vuolo** was elected chair-elect of the Section on Alcohol, Drugs and Tobacco.

Associate Professor **Corinne (Rin) Reczek** was elected as a council member for the ASA's Family Section.

Professor **Elizabeth Cooksey** is currently chair of the Section on Aging and the Life Course.

Professor **Rachel Dwyer** is chair of the Community and Urban Sociology Section at ASA as well as secretary-treasurer of the Economic Sociology Section.

AWARDS

Assistant Professor **Natasha Quadlin** won the American Sociological Association's Sex and Gender Section's Distinguished Article Award for her article, "The Mark of a Woman's Record: Gender and Academic Performance in Hiring," published in the *American Sociological Review* 83, No. 2 (2018): 331-360.

Assistant Professor **Mike Vuolo** and graduate student **Laura Frizzell** received the Donald W. Light Award for Applied or Public Practice of Medical Sociology, American Sociological Association Section on Medical Sociology for their co-authored article (with Brian C. Kelly and Elaine Hernandez) titled "Denormalization, Smoke-Free Air Policy, and Tobacco Use among Young Adults." *Social Science & Medicine* 211:70-77.

Associate Professor **Hollie Nyseth Brehm** received the James F. Short Distinguished Article Award from the Crime, Law and Deviance Section of the American Sociological Association for her co-authored article (with Christopher Uggen and Jean-Damascène Gasanabo) titled "Age, Gender, and the Crime of Crimes: Toward a Life-Course Theory of Genocide Participation." *Criminology* 54(4): 713-743.

Graduate student **Scott Duxbury** was awarded the a 2019 Presidential Fellowship, the most prestigious award given by the Graduate School at Ohio State, which recognizes outstanding scholarship and provides an opportunity to work full time on the dissertation.

Professor **Dana Haynie** was one of three scholars to receive a scholarship from The Women's Place and the president's office to attend the 2019 Higher Education Resource Services (HERS) Summer Institutes. The HERS Summer Institutes provide an intensive 12-day curriculum that prepares women faculty and administrators for institutional leadership roles. [You can read more about it here.](#)

MEDIA

Associate Professor **Hollie Nyseth Brehm** pens op-ed for *The New York Times*. [Read the article here.](#)

Professor **Paul Bellair** shared his expertise on a television segment on Spectrum News about the factors that influence recidivism. [Read the article here.](#)

Natasha Quadlin's research on gender and choice of college major was featured on Ohio State News. [Read the article here.](#)

A study by Associate Professor **Rin Reczek** and graduate student **Alexandra Kissling** on how mothers and fathers influence health differently was the focus of a recent article in Ohio State News. [Read the article here.](#)

Ryan King, professor and chair of the Department of Sociology, had his research on the decline in racial disparities in criminal sentencing profiled in *Newsweek*. [Read the article here.](#)

Professor **Doug Downey's** work on kids in poor, urban schools was profiled on Ohio State News. [Read the article here.](#)

Professor **Kristi Williams's** research was the subject of an article by Ohio State News: [Read the article here.](#)

College of Arts and Sciences Distinguished Professor **Chris Browning's** research on adolescent depression was recently profiled in the Arts and Sciences' Daily Post. [Read the article here.](#)

2019 GRADUATE STUDENT PLACEMENTS



Emma Carroll

Department of Sociology
The Ohio State University
Lecturer

Lora Phillips

Department of Geographical Sciences and Urban Planning
Arizona State University
Post-Doctoral Research Scholar

Anna Muraveva

Department of Surgery
Wisconsin Surgical Outcomes Research Program (WiSOR)
Health Services Associate Researcher

Laura DeMarco

Department of Sociology and Anthropology
North Carolina State University
Assistant Professor

Scott Duxbury

Department of Sociology
University of North Carolina - Chapel Hill
Assistant Professor

Jonathan Dirlam

Department of Sociology
State University of New York, Albany
Assistant Professor

Tom Maher

Department of Sociology, Anthropology and Criminal Justice
Clemson University
Assistant Professor

SUPPORT THE DEPARTMENT

OPPORTUNITIES TO GIVE DONATIONS AND FUNDS



INVEST IN OHIO STATE SOCIOLOGY

The Department of Sociology provides several experiential learning activities for our students, including the opportunity to study abroad or participate in internships. Please consider supporting students who wish to participate in these programs with a contribution to the department.

For more information on how to support our mission, please contact Erika Gable, associate director of development, College of Arts and Sciences at gable.92@osu.edu. Your contributions help the department continue its tradition of excellence.

THE SOCIOLOGY STUDY ABROAD FUND | #316895

This fund supports scholarship opportunities for our students to study abroad.

SOCIOLOGY DISCRETIONARY FUND | #303472

This fund supports our research mission, our faculty and our educational programming.



**THE OHIO STATE
UNIVERSITY**

COLLEGE OF ARTS
AND SCIENCES

DEPARTMENT OF SOCIOLOGY