



*2018 Graduate Studies in the Department of*

# **SOCIOLOGY**



**THE OHIO STATE UNIVERSITY**  
COLLEGE OF ARTS AND SCIENCES





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*Today, sociologists tackle an array of challenging problems. Our topics are diverse, our research activities many. We study networks of nations and watch kids grow up, asking questions and observing. We analyze social movements and monitor trends in health care, collecting data and testing our theories. We examine ideas about gender inequality, population change, politics around the globe, crime, families, and race relations. We explore new insights, applying our knowledge, and share our work with students and colleagues.*

*We invite you to explore all the exciting advantages we offer in the Department of Sociology at The Ohio State University. Our graduate students are part of a group of scholars working at the cutting-edge of our discipline. Our research facilities are among the finest in the country, and our students have the opportunity to work with faculty and graduate students who are among the best in the field.*

# SOCIOLOGY AT OHIO STATE

## *A Message from Department Chair Claudia Buchmann*



*Committed to providing the best graduate training possible, the Department of Sociology at Ohio State emphasizes a thorough grounding in the core areas of sociology, including theory, methods, and statistics. This solid foundation allows our students the opportunity to contribute to research projects that are among the most innovative in the country, while promoting the pursuit of their individual interests in sociology.*

*Approximately 70 graduate students from across the country and around the world are now pursuing their graduate degrees in sociology at Ohio State. Most of our graduates obtain teaching and research positions at colleges and universities. Others choose careers in government, business, and research organizations.*

*At Ohio State, students have access to the extensive research facilities and support services of a large university while benefiting from the high degree of personal attention and student interaction usually found only in much smaller departments. Graduate classes are small and cover a wide range of research and theoretical issues. Our department fosters an environment that encourages intellectual exchange among its graduate students and faculty members — both inside the classroom and out.*

*As a large and well-balanced department, we provide excellent opportunities for training in some of the major areas of sociology. In particular, our faculty members conduct research and train students in four broad areas: Comparative Social Change; Crime and Community; Gender, Race, Work, and Inequality; and Population, Health, and Life Course. Students choose two sub-fields of concentration in which to take their PhD Candidacy exams, which cross over these broad areas. Sub-fields of concentration are: Crime, Deviance, & Social Control; Community & Urban; Comparative & Historical; Political; Social Movements; Work, Economy, & Organizations; Gender, Race, & Class; Population; Family; Health & Medical; Theory; and Methodology.*

## ABOUT OUR GRADUATE PROGRAMS

At the beginning of graduate studies, students and their advisors prepare a plan of study that includes required courses and advanced seminars in one of the department's areas of concentration (see right). The required curriculum for the graduate program includes courses in theory, methodology, and statistics, as well as courses in the student's area of concentration. Students who have not completed their MA in sociology (with thesis) will do so at the outset of their graduate enrollment.

Following course work completion, students are eligible to take the candidacy examination in two areas of concentration. Once students have successfully completed the written and oral portions of this examination, they write and defend their dissertation. The graduate program should take about five to six years for both the MA and PhD degrees.

# AREAS OF STUDY

## COMPARATIVE SOCIAL CHANGE (CSC)

**PhD Candidacy exam areas: Comparative & Historical; Political; Social Movements; Work, Economy, & Organizations; Gender, Race, & Class; Theory; Methodology**

Sociology is an international discipline with growing interest in issues of social change, such as comparative inequality, world democratization, social movements, nationality conflicts, the globalization of the economy, the changing status of women, and international development problems such as poverty, population growth, political instability, and environmental degradation. Sociology faculty members in Comparative Social Change at Ohio State are actively involved in studying many of these issues. Current faculty research includes the comparative study of contemporary social movements, party change and democratization of Europe and the Third World, global environmental degradation, nationality conflicts, the world refugee crisis, and family and population change in the developing world. Graduate student training reflects these diverse faculty interests in the organization of social institutions and processes of social change. Students may take courses in theory and diverse historical and comparative methods of research. In addition, they may take specialized research seminars on current issues in the study of comparative social change, such as comparative family organization, international inequality, political sociology, social movements, and political conflict. Students are encouraged to take supportive courses in political science, economics, rural sociology, anthropology, history, statistics, and women's studies.

## CRIME AND COMMUNITY (C&C)

**PhD Candidacy exam areas: Crime, Deviance, & Social Control; Community & Urban; Theory; Methodology**

Studies of urbanization, crime, and deviance have been at the heart of sociology since its inception. Sociology faculty in Crime and Community at Ohio State continue to study many of these central sociological issues using cutting-edge theories and methods of research. Current faculty research includes studies of the causes and consequences of crime and deviance, social and developmental factors in juvenile delinquency, criminal justice and the legal process, neighborhood crime, metropolitan growth and suburbanization, neighborhoods and ethnic groups in cities, and urbanization and economic development. Graduate student training reflects these diverse faculty interests in the origins, consequences, and connections of crime and urban life. Students may take required courses in urban and community theory, along with specialized seminars on current issues in the study of crime and community such as neighborhoods and crime, the criminal justice system, individual determinants of deviance and crime, urban sociology, and human ecology.

## GENDER, RACE, WORK, AND INEQUALITY (GRWI)

**PhD Candidacy exam areas: Work, Economy, & Organizations; Gender, Race, & Class; Family; Theory; Methodology**

Concerns with social inequalities are at the core of the sociological enterprise. Sociology faculty in Gender, Race, Work, and Inequality at Ohio State are actively engaged in research, publication, and teaching on major aspects of structured inequality related to gender, race, family, and economic positions. These scholars are contributing to our knowledge of how labor markets and economic factors produce and maintain social inequality, how paid and unpaid work of family members affects current and subsequent generations, and how gender, race, and class influence attitudes and opportunities. They also trace the development of social movements in the United States that aim to alter long-standing systems of stratification and inequality based on race and gender. Graduate student training reflects these diverse faculty interests in inequality. Students may take courses in stratification and in the sociology of race, gender, work, and family. In addition, they may take specialized research seminars on current issues in the study of inequality, such as labor markets, gender inequality, and race and ethnicity in the United States and the American family.

## POPULATION, HEALTH, AND LIFE COURSE (PHLC)

**PhD Candidacy exam areas: Community & Urban; Population; Family; Health & Medical; Theory; Methodology**

Studies in demography, health, and their interrelationships across the life course are central sociological topics. Sociology faculty in Population, Health, and Life Course at Ohio State are key researchers studying major population and health issues across various stages of the life course. Faculty members currently are studying consistency and change over the life course, social factors in well-being and health, the consequences of differing family compositions for children, historical migration patterns, and the causes and consequences of racial residential segregation. Graduate student training reflects these diverse faculty interests in population processes and health among children and adults. Students may take courses introducing them to the basic theories and methods of population studies, along with other courses in quantitative methods. In addition, they may take specialized research seminars on current issues in medical sociology, health, studies of the life course, fertility, migration, and family demography. Students may earn a Graduate Interdisciplinary Specialization in Demography by taking courses on the techniques and substance of demography across the many diverse fields at Ohio State that address population issues, including sociology, economics, geography, public policy, and public health.



# OUR FACULTY

*Our department currently has 30 full-time graduate faculty members who teach and conduct research. Through their frequent journal publications and books, our faculty members are highly visible scholars in the discipline.*

## PAUL BELLAIR

**Professor. Ph.D., State University of New York-Albany, 1995.** Crime in community context, race/ethnic differences in violence, life course criminology, hierarchical models. Current research examines the relationship between labor market conditions and parolee recidivism, measurement of and relationship between community organization and crime, and neighborhood effects on drug use and criminal behavior in the months preceding incarceration. (Crime, Deviance, & Social Control, Theory; Methodology)

## HOLLIE NYSETH BREHM

**Assistant Professor. Ph.D., University of Minnesota, 2014.** Criminology, law, human rights, peace and conflict, global sociology, environmental sociology. Scholarship focuses on international crime, mass violence, and human rights violations, including why they occur, how they occur, their effects, and responses to them. Current research examines the causes of genocide and the community-level factors that influenced the rate and timing of violence during genocide in Rwanda, Bosnia, and Sudan. Additional research projects examine the processes and effects of Rwanda's gacaca courts, the reentry and reintegration of people who served time in prison for committing genocide, triggers of mass killing, and gender-based violence during mass atrocity. (Crime, Deviance, & Social Control, Political, Comparative and Historical, Methodology)

## CHRISTOPHER R. BROWNING

**Professor. Ph.D., University of Chicago, 1997.** Crime and community, life course, and quantitative methods. Current research focuses on the causes and consequences of community social organization; neighborhood and activity space effects on crime, risk behavior, and health; and multilevel statistical models. (Crime, Deviance, & Social Control; Community & Urban; Population; Health & Medical; Methodology)

## CLAUDIA BUCHMANN

**Professor and Chair. Ph.D., Indiana University, 1996.** Comparative and international sociology, social stratification, education, gender, race and ethnicity. Current research focuses on gender, race and class inequalities

in education in the United States and internationally, with a particular focus on the growing female advantage in college completion. Prior research includes cross-national and comparative studies of the impact of economic policies and institutional forces on educational outcomes and social well-being and case studies of stratification and mobility in Africa. She has served as deputy editor of the American Sociological Review and chair of the Sociology of Education Section of the American Sociological Association. (Comparative & Historical; Gender, Race, & Class)

## JOHN B. CASTERLINE

**Professor. Director of the Institute for Population Research. Ph.D. University of Michigan, 1980.** Social demography, quantitative methods. Current program of research investigates fertility transition in low-income societies, with emphasis on Sub-Saharan Africa and the Arab region. The nature of these transitions, their causes, and their consequences are all topics of interest. Contraception and reproductive health are examined in depth. A related area of research is fertility desires and unintended fertility: measurement, causes, consequences. (Population; Methodology; Family)

## SAMUEL CLARK

**Professor. Ph.D. University of Pennsylvania, 2001.** Demography of Africa; demographic methods; mathematical modeling of population processes, with specific focus on individual-level models and statistical methods for quantifying uncertainty; the theory and practice of temporal databases as they relate to population data; and the ethics, policies and procedures necessary to archive, pool, share and analyze longitudinal population data generated by multiple institutions. Recent research topics include adaptation of Bayesian statistical methods to epidemiological modeling and population projection; the design and implementation of a two-sex, stochastic microsimulation model of an African population with HIV; new methods for automated assignment of cause of death from verbal autopsy; new surveillance methods for health and population studies; temporal relational database designs for demographic and health research; development of a component model of mortality; identification of general mortality patterns for Africa; new

statistical methods for assigning cause of death from verbal autopsy data; and collecting more useful data from populations not served by traditional civil registration and vital statistics systems. (Health & Medical; Methodology; Population)

### **CYNTHIA COLEN**

**Associate Professor. Ph.D., University of Michigan, 2005.** Social demography, health and mortality, stratification and mobility, race/ethnicity. Current research investigates linkages between racial and ethnic inequalities, status attainment processes, and health outcomes; rural/urban patterning of morbidity and mortality; and the role of kinship networks as sources of resiliency among marginalized populations. Most recent work focuses on black/white disparities in mental health outcomes, such as suicide. (Health & Medical; Population)

### **ELIZABETH C. COOKSEY**

**Professor. Ph.D., Brown University, 1988.** Social demography, life course transitions, and the development of youth and children. Currently Director of the Center for Human Resource Research. Principal investigator for the NLSY79 Child and Young Adult Surveys, and Co-PI of the Study of Social and Emotional Skills. (Population; Family)

### **EDWARD M. CRENSHAW**

**Associate Professor. Ph.D., University of North Carolina at Chapel Hill, 1990.** Current research focuses on the causes of political contention (protest, terrorism, guerrilla war), how demography and urbanization shape international economic and political development, and how urban living impacts social cohesion. Ongoing research interests include political sociology, globalization and westernization, demography, urban sociology, sociological theory, environmental sociology, and mass media (with special emphasis on news reportage and Internet diffusion). Recent publications investigate the role of primate cities in protest and democratization, the ecological determinants of energy usage, and differences between leftist and Islamic terrorism. (Population; Community & Urban; Social Movements; Political; Comparative & Historical; Theory)



*Hollie  
Nyseth  
Brehm*



*Korie  
Edwards*



*John  
Casterline*

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# OUR FACULTY

## DOUGLAS B. DOWNEY

**Professor. Ph.D., Indiana University, 1992.** Social stratification, education, and family. Exploring schools' role in the stratification system by assessing how schools influence socioeconomic, racial, and gender gaps in cognitive and social and behavioral skills. Also testing whether children and youths' face-to-face social skills have declined over time as exposure to screen-based technology has increased. Finally, assessing the advantages and disadvantages of natural growth parenting (Gender, Race, & Class; Family).

## RACHEL E. DWYER

**Associate Professor. Director of Graduate Studies. Ph.D., University of Wisconsin-Madison, 2003.** Social inequality, economic sociology, work and occupations, urban sociology, demography. Studies rising inequality and insecurity in American life from the 1960s to the turn of the 21st century. Her major current areas of research include: 1) the development of job polarization and the transition from manufacturing to service in the U.S. labor market, including the unequal effects of economic change by educational attainment, gender, race/ethnicity, and nativity; 2) disparities in credit and debt, including rising student loan indebtedness, inequalities in financial precarity by class and race, incarceration and financial insecurity, and life course processes in asset and debt accrual; and 3) the spatial dynamics of rising inequalities, including the consequences of growing income inequality for segregation by class and race, the uneven geography of job growth and decline, and the contextual determinants of college attendance and loan-holding. (Gender, Race, & Class; Work, Economy, & Organizations; Community & Urban; Population)

## KORIE L. EDWARDS

**Associate Professor. Ph.D., University of Illinois at Chicago, 2004.** Race and ethnicity; sociology of religion; social stratification; and gender. Current research examines the cultural practices, social dynamics, and organizational structures within interracial churches; culturally relevant methods in cross-cultural research in American religion; religio-cultural practices of African American churches; gender in the African American church; and the role of religion in the behaviors and attitudes of American youth. (Gender, Race, & Class)

## REANNE FRANK

**Associate Professor. Ph.D., University of Texas at Austin, 2002.** Sociology of immigration and race/ethnic inequality

with a focus on health and mortality. Current research focuses on the ways in which demographic outcomes are influenced by the migration process, with specific attention to the case of the U.S.-Mexico migration flow. More recent work focuses on the role of changing immigrant settlement patterns and different social contexts in contributing to the health and health-risk behaviors of first-, second-, and later-generation immigrants in the United States. A secondary area of research concerns the intersection of genetics and racial differences in health. (Health & Medical; Population)

## SARAH HAYFORD

**Associate Professor. PhD University of Pennsylvania, 2005.** Demography, family, fertility, transition to adulthood, sub-Saharan Africa. Research applies statistical and demographic methods to study intentions for childbearing and family formation, social influences on these intentions, and how they predict behavior. Major current projects include (1) an analysis of the role of fertility motivation and reproductive health knowledge in explaining race-ethnic differences in unintended births in the United States; and (2) a collaborative, multidisciplinary, data collection project studying the impact of family migration on children's socioemotional development, education, and adolescent family formation plans and behaviors in Mexico, Nepal, and Mozambique. (Family; Methodology; Population)

## DANA HAYNIE

**Professor. Director of Criminal Justice Research Center. Ph.D., Pennsylvania State University, 1999.** Criminology, etiology of adolescent delinquency, social networks, and developmental implications of adolescent offending. Current research incorporates the friendship networks of adolescents and the role of peer influence for delinquency as well as an examination of romantic partner influence on adolescent crime/delinquency (Crime, Deviance, & Social Control)

## RYAN D. KING

**Professor. Associate Director of Criminal Justice Research Center. Ph.D., University of Minnesota, 2005.** Law, social control, criminology, life course, intergroup conflict, quantitative methods. Scholarship largely focuses on the connection between intergroup conflict and social control. Current research projects include: (1) criminal sentencing; (2) hate crime law and behavior; (3) deportation and the punishment of non-citizens; (4) causes and consequences of incarceration. (Crime, Deviance and Social Control; Methodology)



### CHRIS KNOESTER

**Associate Professor. Ph.D., Pennsylvania State University, 2000.** Study of families and gender.

Investigates the relationships between young adults and their parents, men and families, and the causes and consequences of divorce. Current projects include explorations of the relationship between the well-being of parents and their young adult offspring, and the significance of fatherhood in the lives of men. (Family)

### STEVEN LOPEZ

**Associate Professor. Ph.D., University of California at Berkeley, 2000.** Sociology of work and the labor

movement, political sociology, aging and health. Research focuses on the dilemmas of contemporary service sector union organizing, on the organization of care work in nursing homes, and on the lived experience of downward mobility in the Great Recession. (Work, Economy, & Organizations; Methodology {Qualitative})

### ANDREW W. MARTIN

**Professor. Ph.D., The Pennsylvania State University, 2004.** His research focuses on the ways in which social movements target corporate actors. He is also interested in the organizational dynamics of social movement activity, and more recently is working on a project that examines the role of social media in political campaigns (Comparative & Historical; Methodology; Political; Social Movements; Work; Economy, & Organizations)

### DAVID MELAMED

**Assistant Professor. Ph.D., University of Arizona,**

**2012.** Group Processes, Networks, Computational and Quantitative Methods, Stratification and Social Mobility, Mathematical Sociology, and Theory. Research focuses on structural explanations of small group inequalities and pro-social behaviors, and, more generally, on relational methods. Current scholarship includes three research programs: (i) investigating how status processes shape inequalities in small groups, (ii) investigating how dynamic network structures shape the evolution of pro-social behaviors, and (iii) developing new methodological tools based on relational/network thinking. (Gender, Race, & Class; Methodology; Theory)

### TOWNSAND PRICE-SPRATLEN

**Associate Professor. Ph.D., University of Washington,**

**1993.** Urban sociology. Currently studying the community capacity building process. This includes: the role of

grassroots organizing in desistance and post-prison reintegration success, how faith-based organizations inform health disparities and wellness outcomes, and historically, how local assets mattered during and after the Great Migration. (Community & Urban)

### NATASHA QUADLIN

**Assistant Professor. Ph.D., Indiana University, 2017.**

Social inequality, education, gender, family, quantitative and experimental methods. Scholarship focuses on social inequality in access and returns to education. Current research uses large-scale experiments and surveys to examine mechanisms of gender inequality in education and the labor market. Other projects assess public perceptions of responsibility for college costs; gender and economic inequalities among college students; and the gendered division of unpaid household labor. (Gender, Race, & Class; Family; Work, Economy, & Organizations; Methodology)

### CORINNE RECZEK

**Associate Professor. Ph.D., University of Texas at Austin,**

**2011.** Gender, sexuality, family, medical sociology, health and aging, qualitative methodology. Scholarship focuses on how family relationships shape health, specifically examining how gender, sexuality, and aging dynamics in family ties intersect to promote or deter health. A first strand of current research utilizes qualitative and population-based data to determine the health of men and women in same-sex and different-sex unions. A second strand of current research examines health in the context of the parent-adult child tie. A third strand of current research explores how same-sex family structures shape child health outcomes. (Family; Gender, Race, & Class; Health & Medical; Population.)

### VINCENT J. ROSCIGNO

**Professor. Ph.D., North Carolina State University,**

**1996.** Social Stratification, Work, Education, and Culture. Current research includes historical and contemporary research regarding inequality, culture, and legitimation, using historical, qualitative and quantitative methods; contemporary workplace discrimination surrounding race, sex and age; and the dynamics of workplace bullying and abuse; and re-examining theories of power and their relevance in the contemporary world. (Comparative & Historical; Political; Social Movements; Work, Economy, & Organization; Gender, Race, & Class, Theory)

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# OUR FACULTY

## KAMMI SCHMEER

**Associate Professor. Ph.D., University of North Carolina at Chapel Hill, 2007.** Social inequalities, health, demography, family, and life course. Her research focuses on how family and household contexts affect women and children's health outcomes in disadvantaged populations. In the U.S., Dr. Schmeer has studied how family structure and transitions, poverty, and household chaos are associated with health outcomes among children. Her international work includes the study of the effects of various aspects of family structure and transitions on adult depressive symptoms, adult obesity, child illness, and child anemia using survey and biomarker data from Mexico. Most recently, Dr. Schmeer is collaborating with a colleague in the OSU Department of Anthropology to design and collect survey and biomarker data from 500 households in urban and rural León, Nicaragua that aims to assess economic and social aspects of poor households and their links with food security and maternal/child health outcomes. (Family; Health & Medical; Population)

## ERIC SCHOON

**Assistant Professor, Ph.D., University of Arizona, 2015.** Comparative and historical sociology; political sociology, global and transnational sociology; relational methods; sociological theory. Research examines the roles of culture and institutions in contentious politics. Central to this agenda is the study of legitimacy in political conflict, including how it is established, how it is invoked, and its variable effects. This theoretical focus on the dynamics of classification and boundaries has informed work in other substantive areas, including organizations, immigration, and crime. An additional ongoing project seeks to adapt and integrate relational and configurational methods for analyses of rare events. (Comparative & Historical; Political; Theory; Crime, Deviance & Social Control; Methodology).

## MICHAEL VUOLO

**Associate Professor. Ph.D., University of Minnesota, 2009.** Law, crime, and deviance; health; work and education; substance use; life course; statistics and methodology. Within law, crime, and deviance, current research focuses on topics such as (1) the effect of policy and subcultural participation on substance use; (2) the effect of criminal records on employment practices; and (3) the effect of the prison environment on mental health among inmates. The work on substance use has large overlaps with the sociology of health. Additionally, work considering inequality and stratification across the

life course focuses on topics such as (1) the timing of life course transitions; (2) precursors and outcomes of transitions from education to work; and (3) the effect of the recent recession on economic outcomes. Finally, new and improved methodology is an active area of research. (Crime, Deviance, & Social Control; Health & Medical; Methodology)

## KARA YOUNG

**Assistant Professor. Ph.D., University of California, Berkeley, 2017.** Sociology of food, social inequalities, emotions, culture, qualitative methodology. Current research investigates the relationship between racial and class inequalities, neighborhood, and food consumption; the linkages between emotions, food choice and health disparities; and the role of culture in assessments of local food environments. (Gender, Race & Class; Theory)

## KRISTI WILLIAMS

**Professor and Vice Chair. Ph.D., University of Texas at Austin, 2000.** Family, Health, Population. Research examines the influence of family and other personal relationships on mental and physical health, with a particular focus on gender and life course variations in these patterns. Recent projects include an examination of marital and cohabitation transitions on the health and wellbeing of single mothers and their offspring and projects examining the influence of adverse childhood experiences on marital and fertility patterns and later consequences for midlife health. Dr. Williams is Editor of Journal of Marriage and Family (Family; Health & Medical, Population).

## HUI ZHENG

**Associate Professor. Ph.D., Duke University, 2011.** Demography of health and aging, health disparities, life course, medical sociology, social epidemiology, global health and aging, quantitative methodology. Research focuses on the health of populations and encompasses three interconnected areas: social and policy determinants of health and dynamics of health disparities; population heterogeneity and dynamics of obesity, aging and mortality; medical expansion and population health. Current work addresses (1) the effect of selection bias and unobserved heterogeneity in the process of health production, the trends of aging, obesity, health disparities and life expectancy; (2) the role of cohort forces in life course of health and mortality pattern; (3) the recent trend in mortality and health disparities in the U.S.; (4) the effect of sex ratio and marriage market on health; (5) the effect of medical expansion on population health; and (6) working place and health (Population; Health & Medical; Methodology).



*Kara  
Young*



*Michael  
Vuolo*



*Hui  
Zheng*

## FINANCIAL SUPPORT FOR GRADUATE STUDY

*Several different forms of financial support for graduate study are available on a competitive basis. Graduate students can hold one of three types of graduate appointments (many will hold a combination of these appointments during their career here): a graduate teaching associateship (GTA), a graduate research associateship (GRA), or a graduate fellowship. Each of these carries a monthly stipend plus a full waiver of resident and nonresident tuition and fees.*

### ***University and Department Fellowships***

A number of university- and department-awarded fellowships are available for highly qualified U.S. and international applicants. If you wish to be considered for a university or departmental fellowship, be sure to indicate your interest on the Graduate School application form and submit all application materials by our departmental deadline. All University Fellows receive a 12-month stipend beginning autumn semester. We also encourage students to pursue external funding, and many of our students have been successful in garnering grants and fellowships at the pre-doctoral stage and for support of their dissertation research.

### ***Graduate Teaching Associateships***

Graduate teaching associates work approximately 20 hours per week. Typically, they attend undergraduate lectures, draft and grade examinations, and conduct recitation sections. In some cases, they teach independent sections of introductory courses or assist in the Sociology Research Laboratory.

### ***Graduate Research Associateships***

Graduate research associates work approximately 20 hours a week on studies conducted by members of the faculty. Recommended for appointment on the basis of academic ability, experience, and substantive interest, research associates are involved in the entire research process—from testing data collection instruments to preparing papers for meetings and journals.



# OUR STUDENTS

*Approximately 65 graduate students from across the country and around the world are pursuing their doctoral degree in sociology at Ohio State.*



**JOE  
GUZMAN**

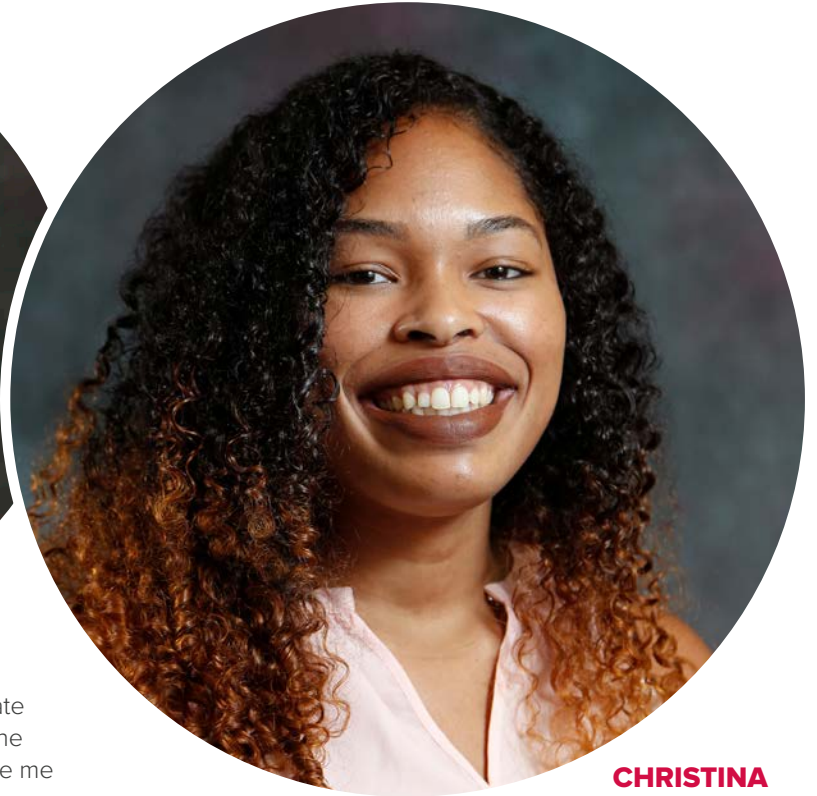
I chose the Department of Sociology because I felt very comfortable interacting with both current graduate students and faculty members when I visited. Everyone was very friendly, providing an environment that made me feel wanted and welcomed.

The diverse array of research interests among the faculty and their preeminence in their respective fields assured me that I could pursue the multiple interests that I have and be in a department where I knew there is support for them.

Through its own initiative the department put me in consideration for a fellowship that when attained ultimately surpassed all of my other offers and assured me that the department was willing to invest in me as a scholar.

The Department of Sociology at Ohio State is unique because of the uniformly cordial environment and the diversity among both faculty's and graduate student's research interests. Faculty members are more than willing to meet with students in terms of providing insight about research ideas and navigating the academic milieu more generally.

Graduate students, too, are very accessible and open to providing advice to new graduate students whether it's about research interests or dealing with the stresses of graduate school. In addition, faculty members and graduate students alike have a wide array of interests, enabling graduate students to become familiar with areas of research that may initially be foreign to them but become an avenue of research that they want to pursue.



**CHRISTINA  
BIJOU**

I chose the Department of Sociology at Ohio State because of the people, the resources, and the research. When I first came to visit the department, I noticed how genuinely happy the graduate students seemed to be. All of the graduate students I met with went out of their way to answer my questions about the department, and went out of their way to show me the best parts of the city and the department.

Graduate students in the Department of Sociology at Ohio State have access to a number of valuable resources such as the Institute of Population Research, The Criminal Justice Research Center, and an assortment of academic working groups.

The Department of Sociology has a variety of accomplished scholars that are conducting relevant research in the areas that I am interested in.

The Department of Sociology at Ohio State is unique because of the social environment. The department is filled with people who genuinely care about one another and support each other in their endeavors. I have always felt welcomed in the department, and I feel as though I can approach people with any concerns that I may have.



### BRANDON MOORE

I chose Ohio State because there is a clear dedication to collaboration and mentorship from the faculty. Our faculty cover the full gamut of sociological research interests and you will never have to look far to find support to explore or deepen your knowledge in an area of interest.

There are a multitude of opportunities to engage with institutes and renowned scholars across the campus of one of the best research universities in the United States – one of the best opportunities being the Institute for Population Research housed in our department.

I was surprised that you could even take classes or complete other complementary minors/certificates outside the department – you are actually encouraged to take advantage of everything at your fingertips as a Buckeye.

The student body of the department is unparalleled. Students come from a variety of experiences that enrich your learning environment as well as make for tremendous friends. Reading and working groups are constantly growing and meet regularly to foster great opportunities to learn from and collaborate on projects with students beyond the classroom.

Columbus is a great place to call home for graduate school! It is a diverse, vibrant, and growing city that reminds me so much of my hometown of Austin, Texas and has easy transportation back home and across the country.

The department is unique because we have the demography (IPR) and criminal justice (CJRC) research centers housed within our building. In addition, the department has a close relationship with the Sports and Society Initiative (SSI) that allows unique opportunities for the sociological study of sports.

The department has a great program curriculum for preparing the next generation of quality social educators, combined with tremendous opportunities from the university resources of the University Center for the Advancement of Teaching (UCAT) and the Preparing Future Faculty (PFF) program.



I think that our ability to work together, even despite sometimes differing viewpoints makes our department unique. Professors and other grad students are always willing to give you feedback and listen to your ideas as you work to develop your career trajectory.

- CORALIA BALASCA

# RESEARCH OPPORTUNITIES

## Research Facilities

The resources of a graduate department have a direct bearing on the quality of your professional training. We offer a range of excellent facilities and services to support student research efforts.

### SOCIOLOGY RESEARCH LABORATORY

Our department provides desktop computer access in all graduate offices backed by one of the finest research laboratories in the nation. This laboratory provides access to additional computers in collaborative spaces, including printing, all of which are networked locally, linked to the university's powerful central computers, and through various networks to other research centers. Our software library includes database management and spreadsheet packages as well as programs for word processing, statistical analysis, and simulations.

A full-time professional support manager provides statistical and computer consultation. Additional computer staff are available for individual instruction and consultation through a shared service arrangement for multiple departments. They also assist with new methods of data analysis, text formatting, and preparation of tables, graphs or charts.

### SOCIOLOGY INSTRUCTIONAL LABORATORY

Our department maintains a separate, 30-station computing facility devoted to instruction. With this facility we are able to teach computer-based statistical analysis courses where hands-on computing experience is integrated with traditional lecture-based instruction. The instructional laboratory is available for students to work on assignments during non-classroom hours.

### UNIVERSITY LIBRARIES

Ohio State maintains one of the largest library systems in the United States, with access to a collection totaling more than 5 million print volumes and 4.3 million microfilms.

In addition to the Thompson Library and two undergraduate libraries, the University Libraries system also includes 24 individual subject-oriented libraries in such areas as social work, business, Black studies, women's studies, communication, East Asian studies, education, engineering, fine arts, and many more. Students also have access to the collections of the CIC (Big Ten plus University of Chicago) and Ohio regional libraries.

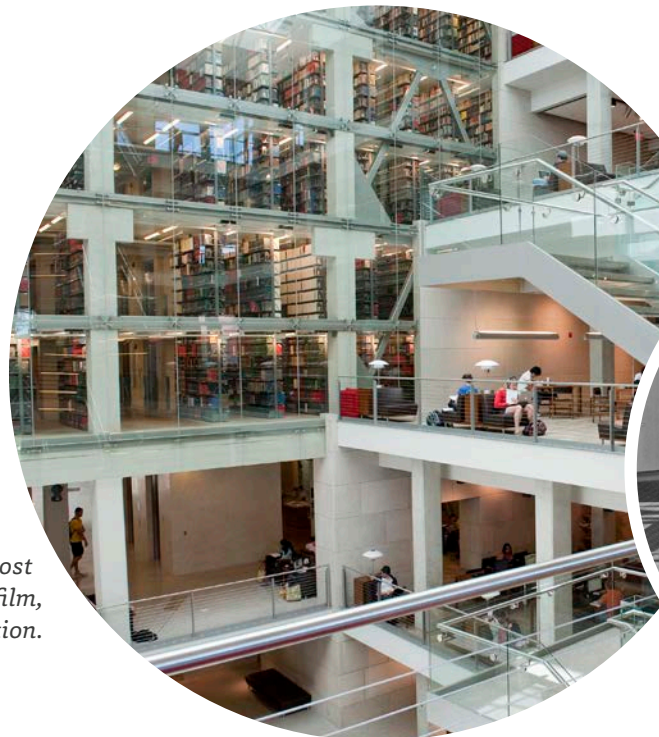
*The Thompson Library possesses collections pertinent to most of the social sciences, as well as general reference, microfilm, newspaper collections, and a rare book and manuscript collection.*

The computer terminals in the Sociology Research Laboratory are linked to the online Ohio State catalogue and to a computerized catalogue of libraries at universities throughout Ohio. Materials also may be renewed online and sent directly to a campus address.

The professional staff in the Information Services Department, located in the Thompson Library, offers assistance to all patrons and is thoroughly familiar with the library's large collection of basic and specialized reference works. Students are encouraged to confer with a reference librarian or subject specialist for advice on bibliographic sources for research projects, including theses or dissertations. The libraries offer a wide variety of automated literature searching services, including Sociofile on CD-ROM. Many familiar sources, such as the Social Science Citation Index and ERIC, are available through this service, and graduate students may be connected to these directly from computers in the Sociology Research Laboratory. The Health Sciences Library provides access to the various databases of the National Library of Medicine, and the Moritz Law Library offers specialized searches. In addition, through our interlibrary loan service, materials from libraries throughout the world may be obtained.

### OFFICE OF INFORMATION TECHNOLOGY

OIT helps faculty, students, and staff make the best use of technologies for learning, teaching, research, and administration. Services include Internet/web access; e-mail; support for web design, multimedia, online learning and classrooms; and university database administration. Free workshops are offered each semester covering the use of a range of computer software, including widely used statistical and graphics programs and computing languages.





## ***Allied Research Opportunities***

As a large university, Ohio State offers graduate training in a variety of disciplines and has several professional schools located on campus. By taking advantage of the comprehensive nature of the university, students can prepare for their research careers by taking classes in other social sciences, such as political science or in the law school. Easy access to additional research facilities, located in the medical and business schools, is also readily available.

Opportunities for research and training are available through research centers allied with the department and the university. By working with researchers and scholars in these centers, training received in the sociology department is greatly enhanced. In addition, some of our graduate students have received financial support for their graduate study through research associateships, internships, and part-time employment at these centers.

## **CENTER FOR HUMAN RESOURCE RESEARCH (CHRR)**

Part of Social and Behavioral Sciences, the Center for Human Resource Research has a national reputation as a policy-oriented multidisciplinary research organization and has been preeminent in the fields of labor market research and planning. The center's largest project is the National Longitudinal Surveys of Labor Market Experience (NLS), which involves annual interviews of 33,000 individuals across the nation concerning their work experience. Interviews of children born to young women began in 1986; these biennial surveys provide an unparalleled data set for questions about intergenerational transmission of inequality. The NLS tapes, database, documentation, and associated software are maintained by the center and made available to researchers.

## **INSTITUTE FOR POPULATION RESEARCH (IPR)**

In 2014 IPR successfully renewed its five-year NIH grant which provides core support for IPR's program of activities. Competition for these NIH grants is fierce – IPR's success confirms its standing among the leading population and health research centers in the country. This initiative brings together faculty and graduate students from multiple disciplines with an interest in policy research on families and children, promoting rigorous demographic training for students across diverse disciplinary fields. IPR maintains office space, a student computing laboratory, and a seminar series and sponsors collaborative interdisciplinary research on family policy.

## **CRIMINAL JUSTICE RESEARCH CENTER (CJRC)**

This inter-disciplinary center administers research and training programs in criminology and criminal justice studies. The Ohio State University also houses the American Society of Criminology — the leading professional organization in criminology — and organizes conferences and workshops on criminal justice issues.

## **MERSHON CENTER**

The Mershon Center is internationally known for its research on international security issues and policy analysis. Programs are defined by problems rather than academic disciplines, and faculty and graduate students participating in these programs come from many different departments. They work on problems such as the international arms race and security; democratization; conflict management and early warning; international diplomacy and foreign policy; and decision making. The Mershon Center frequently holds symposia that are of interest to our students and provides GA support for research projects.

## **OFFICE OF INTERNATIONAL AFFAIRS (OIA)**

In addition to administering study abroad and international travel programs, OIA holds fellowship competition for foreign language study (FLAS), funds travel grants for international dissertation research, and coordinates international speakers and conferences. Ohio State is home to one of the strongest set of international studies centers in the country.

## **CENTER FOR URBAN AND REGIONAL ANALYSIS (CURA)**

CURA has been established as a center that provides a cohesive urban and regional research presence for the university at the local, state, national, and international levels. Headed by nationally known research scholars with multidisciplinary backgrounds, CURA pursues a highly collaborative research agenda.



*Mershon Center  
for International  
Security Studies*

# ADMISSION

## ADMISSION AND HOW TO APPLY

**Admission Criteria:** The Graduate Admissions Committee reviews application materials, makes admissions decisions subject to approval by the Graduate School, and recommends students for financial support, including fellowships. The committee carefully reviews all materials, paying close attention to written essays explaining goals for graduate study and career plans. It examines grade point averages, Graduate Record Examination (GRE) scores, and letters of recommendation.

International students must provide descriptive information on training and their educational institutions. Students whose native language is not English must demonstrate proficiency in English by taking the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE), which is administered in conjunction with the TOEFL.

**Applying for Admission:** Students must apply online and submit all materials (Graduate Admission and Departmental requirements) through the Office of Admissions: [gpadmissions.osu.edu/programs/](http://gpadmissions.osu.edu/programs/)

## REQUIRED GRADUATE APPLICATION MATERIALS

Before you begin your application you should plan to have ALL the documents you will need to upload with your application.

The Office of Graduate Admissions requires the following documents, to be uploaded as part of the online application:

- Copies of official transcripts from ALL institutions attended where college credit was earned – even if you attended while in high school. International applicants should include certified educational records and degree certificates or diplomas in the original language with English translations. Applicants who have attended Ohio State are not required to furnish OSU transcripts but must submit transcripts of any courses completed elsewhere.
- Copy of GRE General Test scores and TOEFL or IELTS scores. Official scores must be submitted by ETS to the OSU Office of Graduate Admissions using the Ohio State University Code: 1592.

## *Nondiscrimination/Affirmative Action Policy*

The Ohio State University is committed to building a diverse faculty and staff for employment and promotion to ensure the highest quality workforce, to reflect human diversity, and to improve opportunities for minorities and women. The university embraces human diversity and is committed to equal employment opportunity, affirmative action, and eliminating discrimination. This commitment is both a moral imperative consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law.

Discrimination against any individual based upon protected status, which is defined as age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The Department of Sociology requires the following documents, to be uploaded as part of the online application (You should have these documents ready to upload when you complete your online application):

- Resume or Curriculum Vitae
- Academic writing sample (10-12 pages) that clearly demonstrates your critical thinking skills, writing abilities and potential for success in a rigorous doctoral program. If you have completed an undergraduate honors thesis or master's thesis you should consider submitting it as your writing sample.
- Personal Statement of no more than two pages (single or double spaced) that outlines your relevant training, research experience, academic goals and sociological interests, career objectives, and the reason you feel that the Department of Sociology at Ohio State is the right place to pursue your PhD. It is appropriate to note any special circumstances in this statement as well.
- Three (3) letters of recommendation. You will be asked to provide contact information for three recommenders when completing your online application.

## APPLICATION DEADLINES

The Department of Sociology admits new students during autumn semester only. Please refer to our website for deadlines.

If you would like additional information, call (614) 688-8691 or e-mail [SocGradInfo@osu.edu](mailto:SocGradInfo@osu.edu). You also may access application materials from our website at: [sociology.osu.edu/gradprogram](http://sociology.osu.edu/gradprogram)

Information about GRE scheduling may be obtained by calling 1-800-GRE-CALL or by visiting [gre.org](http://gre.org).

# THE UNIVERSITY AND THE CITY

## THE CITY OF COLUMBUS

The state's capital and largest city, Columbus is one of the fastest growing metropolitan areas in the United States. Columbus has maintained a strong economy and leadership in education, government, and business — which means plenty of part-time jobs for students and a variety of employment opportunities after graduation.

Columbus has what you might expect from a major metropolitan area — excellent restaurants, a metropolitan park system, sporting events, specialty neighborhoods, theaters, and museums.

## A WORLD-CLASS UNIVERSITY

The Ohio State University's main Columbus campus is one of America's largest and most comprehensive. In our dynamic community, more than 56,000 students select from 165 undergraduate majors and more than 200 master's, doctoral, and professional degree programs. As Ohio's best and one of the nation's top-20 public universities, Ohio State is further recognized by a top-rated academic medical center and a premier cancer hospital and research center.

Exploration, discovery, and creativity are at the core of all we do. Our university community collaborates across disciplines to solve real-world problems, improve the quality of the human condition, and create new knowledge, particularly in critical areas such as global climate change, cancer, infectious disease, advanced materials, and ag-bio products that feed and fuel the world. Everything good about Ohio State derives from our vastness of resources: programs, people, and partnerships.

Students at Ohio State come from every state in the nation and from nearly every nation in the world. You'll find a wide range of social, cultural, and religious opportunities, as well as hundreds of student organizations. The diversity and quality of our student body offer a unique learning environment both inside and outside the classroom.

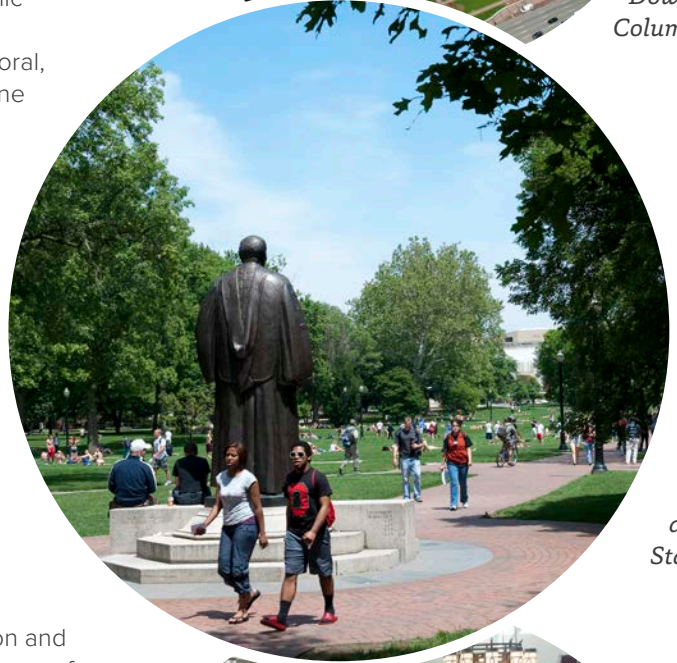
## GRADUATE STUDENT HOUSING

As an alternative to off-campus housing, you have a range of housing options available to you through Ohio State. The university maintains coed graduate residence halls, which offer attractively furnished single and double rooms designed to provide a mature atmosphere for advanced study.

The university also maintains student housing for families in Buckeye Village, an apartment complex close to campus, shopping, and other facilities. Learn more about on-campus housing by visiting [housing.osu.edu/gradpro.asp](https://housing.osu.edu/gradpro.asp), and get information on off-campus housing at [offcampus.osu.edu](https://offcampus.osu.edu). Contact University Residences and Dining Services, 350 Morrill Tower, 1910 Cannon Drive, Columbus, OH 43210, (614) 292-8266, if you have additional housing questions.



*Downtown  
Columbus*



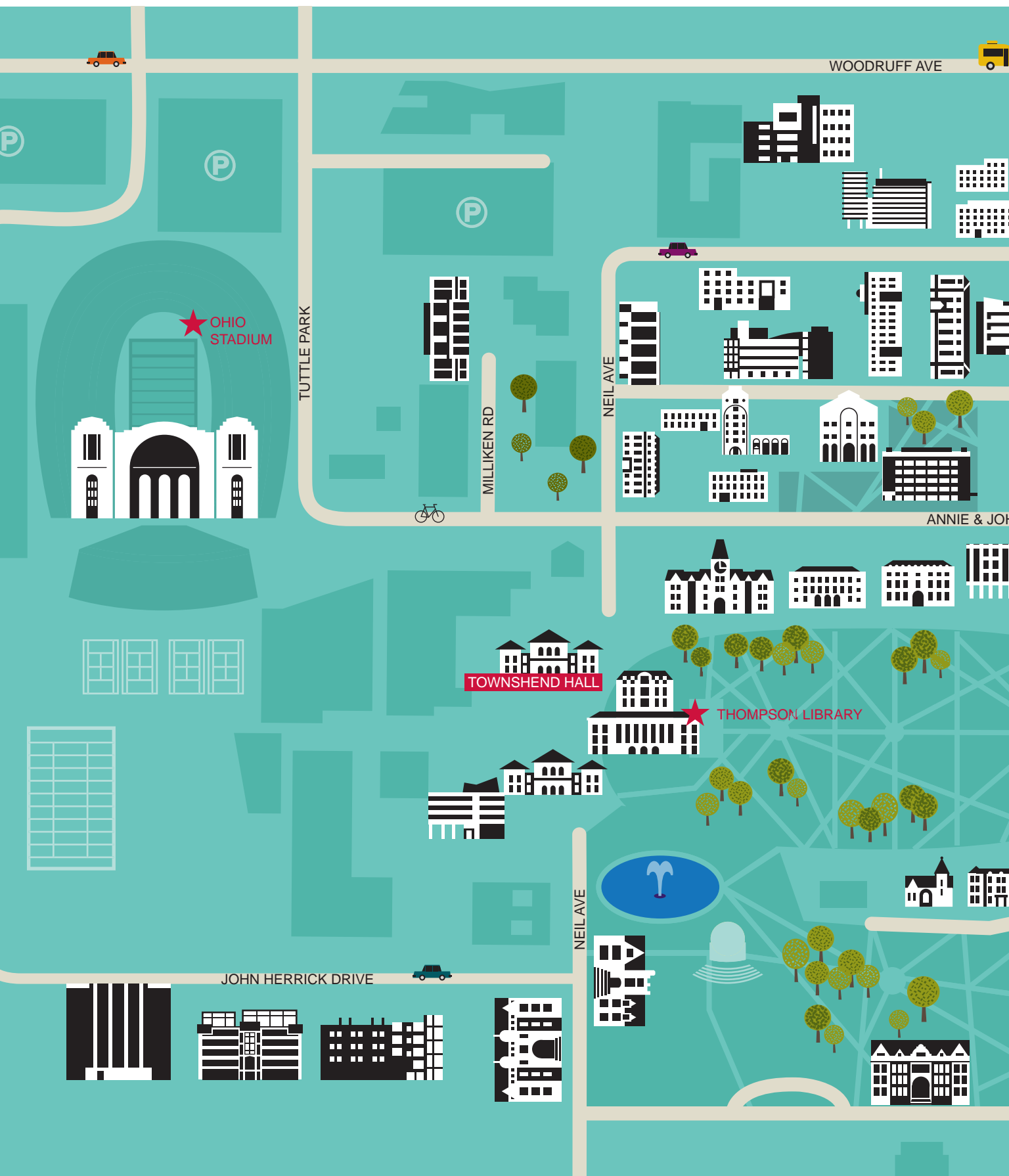
*The  
Oval  
at Ohio  
State*



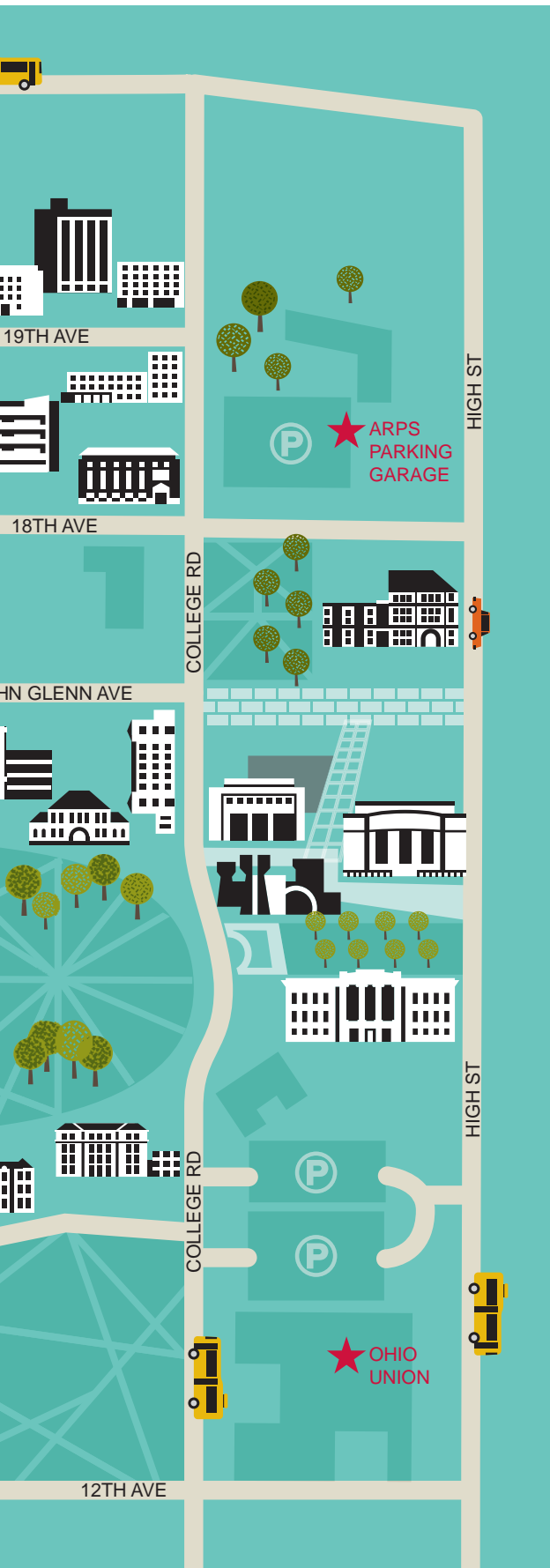
*The Ohio  
Union*



# CAMPUS MAP



# GETTING TO CAMPUS



## DIRECTIONS

### **From Port Columbus International Airport**

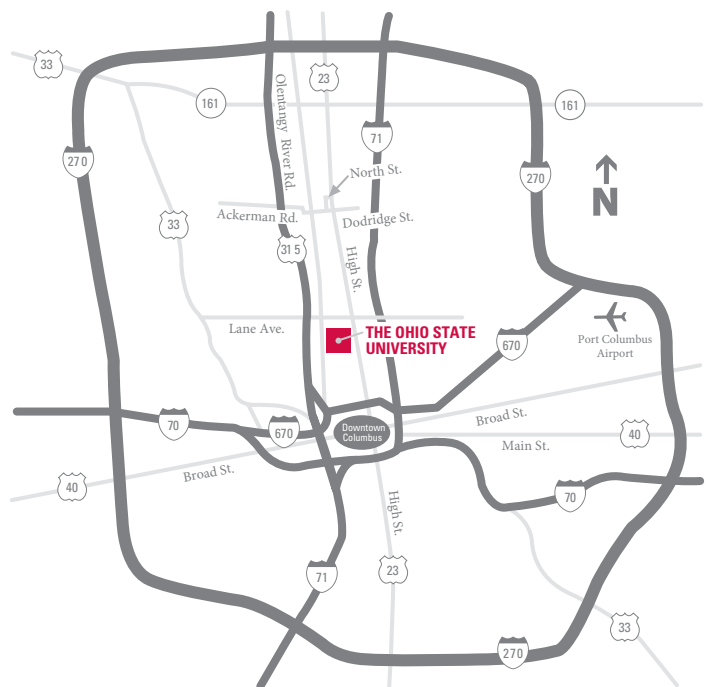
Take I-670 west to I-71 north. Exit at Hudson St. and turn left. Turn left on High St. and proceed south to the campus area. The Arps Parking Garage will be on your right (see map).

**From the West** Take I-70 east to I-71 north. Exit at Hudson St. and turn left. Turn left on High St. and proceed south to the campus area. The Arps Parking Garage will be on your right (see map).

**From the South** Take I-71 north. Exit at Hudson St. and turn left. Turn left on High St. and proceed south to the campus area. The Arps Parking Garage will be on your right (see map).

**From the East** Take I-70 west to I-71 north. Exit at Hudson St. and turn left. Turn left on High St. and proceed south to the campus area. The Arps Parking Garage will be on your right (see map).

**From the North** Take I-71 south. Exit at Hudson St. and turn right. Turn left on High St. and proceed south to the campus area. The Arps Parking Garage will be on your right (see map).



## Visit Us

If you are interested in visiting campus, please contact the graduate studies coordinator for information: Department of Sociology, The Ohio State University, 238 Townshend Hall, 1885 Neil Ave. Mall, Columbus, OH 43210, (614) 688-8691.

## Take a Virtual Tour

Visit [osu.edu/visitors](https://osu.edu/visitors) and take a campus tour without leaving home.



*The Oval on Ohio State's campus*



# THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

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*If you would like to know more about our  
department or the university, please contact us  
and become familiar with the people who can  
help you start your career in sociology.*

Department of Sociology  
238 Townshend Hall  
1885 Neil Avenue Mall  
Columbus, OH 43210

Phone: (614) 688-8691  
Email: [socgradinfo@osu.edu](mailto:socgradinfo@osu.edu)  
Department Website: [sociology.osu.edu](http://sociology.osu.edu)  
Graduate School Website: [gradsch.osu.edu](http://gradsch.osu.edu)

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