

SOCIOLOGY GRADUATE PROGRAM STUDENT HANDBOOK



The Ohio State University
Academic Year 2017-18
(Revised 8/17)

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Statement of Purpose

This *Handbook* is intended to assist you throughout your graduate studies in Ohio State Sociology by providing information about department policies and procedures. Please also consult the *Graduate School Handbook* for information about university rules and regulations for graduate students. Here we focus on additional and detailed department rules and regulations. This Department Handbook does not, however, restate all of the Graduate School requirements and thus does not substitute for a careful reading of the Graduate School Handbook. There are several other useful resources beyond the two handbooks. The Department of Sociology's *Guidelines for Graduate Associates* outlines policies relevant for students appointed as GRAs, GTAs, and/or GAAs. The Schedule of Classes for each semester is available online through buckeyelink, and includes additional information and specific deadlines. If you have questions that are not answered in any of these documents, please talk with your faculty advisor, the Graduate Program Coordinator, or me as the Director of Graduate Studies. We encourage you to take the initiative to obtain the information you need and to plan a sound graduate program. I wish you the best of luck with your studies!

Rachel Dwyer

Associate Professor and Director of Graduate Studies

Department Administrative Offices and Personnel

CHAIRPERSON'S OFFICE

Dr. Claudia Buchmann, Department Chair	238A Townshend	292-6681
Ms. Jane Wilson, Admin Assistant to the Chair	238 Townshend	292-1214
Ms. Nicola Betts, Admin Manager	238 C Townshend	292-8432

GRADUATE PROGRAM OFFICE

Dr. Rachel Dwyer, Director of Graduate Studies	208 Townshend	247-6682
Ms. Kelly Malone, Graduate Program Coordinator	238 D Townshend	688-8691

INSTRUCTION OFFICES

Dr. Deborah Wilson, Chair of Instruction And Coordinating GTA	221Townshend	292-1386
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UNDERGRADUATE PROGRAM OFFICE

Dr. Kristi Williams, Director of Undergraduate Studies	155 Townshend	688-3207
Mr. David Martinez, Academic Counselor	150 Townshend	292-2056
Ms. Shannon Phlegar, Academic Adviser	144 Townshend	242-9416
Ms. Susan VanPelt, Academic Counselor	142 Townshend	688-4534

SOCIOLOGY RESEARCH LABORATORY

Mr. John Crawford, Senior Systems Manager	160 Townshend	292-7380
Mr. Matt Moffitt, Systems Manager	160 Townshend	292-3870
Sociology Research Laboratory (SRL)	160 Townshend	292-1294

DEPARTMENT OFFICE

Ms. Michelle Blackwell, Office Associate	238 Townshend	292-1422
Ms. Karissa Wess, Fiscal Associate	238 Townshend	688-2511

Graduate Faculty in the Department of Sociology

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)

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. 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)

Townsend 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)

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. 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).

EMERITUS AND COURTESY FACULTY

Angelo A. Alonzo • *Associate Professor Emeritus. Ph.D., University of California at Berkeley, 1973.* Medical sociology, symbolic interaction, qualitative methods. Current research includes applying theories of symbolic interaction and self-regulation theory to explain care-seeking behavior among heart disease patients and developing curriculum evaluation methods for nursing education in India . (Health & Medical; Theory; Methodology)

Paul Beck • *Professor Emeritus, Political Science. Ph.D., University of Michigan, 1971.* Paul Beck is Distinguished Professor of Social and Behavioral Sciences at the Ohio State University – and Professor of Political Science, Communication, and Sociology. His research and teaching interests are focused on political parties, voting behavior, and public opinion. His current research focuses on the roles of the mass media, interpersonal discussion networks, and secondary organizations as primary sources of information for voters in elections in modern democracies, including the United States.

Janet Box-Steffensmeier • *Professor, Political Science. Ph.D., University of Texas, 1993.* She directs the Program in Statistics and Methodology (PRISM). Research focuses on political behavior and political methodology, a field that cuts across disciplinary boundaries. Change, dynamics, and time are a driving theme throughout most of her work, both substantive and methodological.

Timothy J. Curry • *Associate Professor Emeritus. Ph.D., University of Washington, 1971.* Gender, sociology of sport, deviance. Current research focuses on sport and community. (Gender, Methodology {Qualitative}).

Joseph Donnermeyer • *Professor, Environmental and Natural Resources. Ph.D., University of Kentucky, 1977.* Primary focus on rural crime. Secondary focus on change in Amish communities. Various assessments of prevention programs through 4 stakeholders: students, parents, educators, and police officers. Also studies the relationship between community structure and rural crime rates, and agricultural crime.

Richard Gunther • *Professor Emeritus, Political Science. Ph.D., U.C. Berkeley, 1977.* Research interests in Southern Europe, transitions to and consolidation of democracy, electoral behavior, political parties, and comparative political institutions and public policy. He has served as co-chair of the SSRC subcommittee on Southern Europe and as Executive Director of International Studies at Ohio State. He is currently the international coordinator of the 21-country Comparative National Elections Project.

Richard Hamilton • *Professor Emeritus. Ph.D., Columbia University, 1963.* Political sociology, historical sociology, social theory, and social stratification. Current research interest includes political and social change in the United States and elsewhere, the main concern--wars, the causes and consequences. Most recent work--*America's New Empire: The 1890s and Beyond* (2010). (Comparative & Historical; Political; Theory)

Gisela J. Hinkle • *Associate Professor Emeritus. Ph.D., University of Wisconsin, 1951.* Current sociological and social theory, qualitative methodology, symbolic interactionism, and ethnomethodology. Currently studying women's lives and the women's movement in East Germany,

and the contextual bases of the idealist tradition in sociological theory, especially Max Weber. (Comparative & Historical; Social Movements; Theory; Methodology)

Sharon K. Houseknecht • *Associate Professor Emeritus. Ph.D., Pennsylvania State University, 1977.* Family, comparative sociology, and social change. Current research focuses on the effects of primary ties and community embeddedness on adolescents' well-being; the impact of marital conflict and disruption on children's health; dynamics of support and opposition to family-related legislation; and the influence of religious market diversity, religious homogeneity, and religious culture on motherhood orientation viewed cross societally. (Family; Comparative & Historical; Political; Gender, Race, & Class)

Joan Huber • *Professor Emeritus. Ph.D., Michigan State University, 1967.* She is completing a paper explaining why both evolutionary psychology and social constructionism deal inadequately with gender inequality. (Stratification; Population; Family)

David Jacobs • *Professor Emeritus. Ph.D., Vanderbilt University, 1975.* Research mostly involves studies in political sociology using a political economic perspective applied to issues such as labor relations and criminal justice outcomes like the use of the death penalty. Current projects include a study of the influence of racial threat on laws that help or harm unions, the determinants of laws that influence punishments for rape, and the social determinants of the number of female representatives in state legislatures and in the House of Representatives. A fourth project examines the racial and political determinants of imprisonment rates. (Crime, Deviance, & Social Control; Political; Work, Economy, & Organizations; Gender, Race, & Class; Theory)

J. Craig Jenkins • *Professor Emeritus, Professor in Political Science. Ph.D., State University of New York at Stony Brook, 1975.* Social movement impacts on policy and social change, causes of terrorism and political violence, cross-national studies of contentious politics, the funding and development of the U.S. environmental movement, political origins of right-wing and white supremacist protest, methodology of event data for studying contentious politics, the impact and organization of UN peacekeeping missions in the post-Cold War era, dissent/repression cycles in newly democratized countries, the origins and employment impact of high technology policy (Comparative & Historical; Political; Social Movements; Gender, Race, & Class)

Robert Jiobu • *Associate Professor Emeritus. Ph.D., University of Southern California, 1969.* Statistical methods and ethnic relations. Current research is on Asian Americans. (Gender, Race, & Class)

Claire Kamp Dush • *Associate Professor, Human Sciences. Ph.D., Pennsylvania State University, 2005.* Current research reflects her interest in the development of romantic relationships across the lifespan. Her research centers on two general themes: 1) understanding romantic relationship quality and stability longitudinally, and 2) examining how romantic relationship experiences and transitions shape individual development, including both adult and child development. Specific interests include family structure, union quality, formation, and dissolution, relationship development, family policy, and longitudinal methods. She is currently working on a NICHD funded grant to compare the consequences of cohabitation dissolution to marital dissolution, as well as on the New Parents Project with her departmental colleague Dr. Sarah Schoppe-Sullivan.

Robert L. Kaufman • *Professor Emeritus. Ph.D., University of Wisconsin, 1981.* Quantitative methodology and social stratification. Continuing interest in the application and interpretation of logistic, pooled cross-sectional, multilevel, and error structure models. Current research centers on the socio-demographic and structural causes of race-gender group labor market inequality. Recent collaborative research includes studies of race-ethnic inequality in wealth and home equity, of race-sex disparities in traffic stops and concomitant interactions with police, and of media representations of the criminal involvement of race-ethnic groups as either victims or offenders. (Work, Economy, & Organizations; Gender, Race, & Class; Methodology)

Linda Lobao • *Professor of Rural Sociology and Sociology. Ph.D., North Carolina State University, 1986.* Economic change, political sociology, rural sociology, and the sociology of agriculture. Current research focuses on spatial inequality, particularly how state and market processes create uneven development across regions and locales; and production consumption issues related to food. (Community & Urban; Comparative & Historical; Political; Work, Economy & Organizations; Gender, Race, & Class)

Michael Maltz • *Professor Emeritus, Criminal Justice, University of Illinois, Chicago. Ph.D., Stanford University, 1963.* Primary professional interest has been focused on making valid and useful inferences from data. Recent interests are toward the visualization of data as a means of inferring patterns from the data. This has led to projects in crime mapping and in other graphical representations of crime data. In particular, working on methods to graphically portray trajectories of the life courses of individuals and organizations.

Elizabeth G. Menaghan • *Professor Emeritus. Ph.D., University of Chicago, 1978.* The interplay of work and family across generations; social stress and eustress; life course development and mental health. Current research on effects of parental employment on generational outcomes; life course effects of work, marriage, and childrearing on emotional, social, cognitive and physical well-being. (Population; Family; Health & Medical)

Deborah J. Merritt • *Professor of Law. J.D., Columbia University, 1980.* Affirmative action, equality, women and law, legal education, federalism, and the application of social science methods to legal issues.

Katherine Meyer • *Professor Emeritus. Ph.D., University of North Carolina at Chapel Hill, 1974.* Political sociology, social change, and religion. Current projects include democratization, dissent, and repression in the Middle East with particular attention to Islam and gender; and religion and human development within societies and individuals. (Comparative & Historical; Political; Social Movements; Gender, Race, & Class; Methodology)

Frank L. Mott • *Adjunct Professor of Sociology and Senior Research Scientist at the Center for Human Resource Research. Ph.D., Brown University, 1972.* Social demography. Particular research interests include effects of family structure on child development and adolescent sexuality and childbearing. Current research focuses on substantive and methodological issues relating to a father's absence from the home, precursors to early adolescent non-normative behaviors, and demographic/ sociological issues related to the American Jewish population. (Population; Family)

Anthony Mughan • *Professor, Political Science. Ph.D., University of Iowa, 1975* Research interests in political parties, the mass media, and elections and political behavior. Current research projects examine the nature of leader effects in parliamentary elections and the structure of anti-immigrant prejudice and its relationship to both globalization and support for right-wing populist parties.

Ruth D. Peterson • *Professor Emeritus. Ph.D., University of Wisconsin, 1983.* Sociology of law, criminology, criminal justice, and deviance. Present research activities include projects analyzing the linkages among racial residential segregation, social disadvantage and urban crime, the social context of judicial decisions, and the interrelationships among executions, execution publicity, and homicide. (Crime, Deviance, & Social Control)

Laurel Richardson • *Professor Emeritus. Ph.D., University of Colorado, 1963.* Sociology of gender, qualitative methodology, sociology of knowledge, sociology of everyday life, and theory. Currently analyzing the transformation of ethnographic and biographical materials into sociological texts and examining the interplay of feminist, sociological, and postmodernist theories. (Theory; Methods)

Kent P. Schwirian • *Professor Emeritus of Sociology and Department of Family Medicine. Ph.D., University of Iowa, 1962.* Cities and urban systems, human ecology and environmental sociology, and health and illness in the city. Currently studying the political ecology of disease, sociological aspects of plagues and epidemics, and the adaptation of new refugee groups to the city. (Community & Urban; Population; Health & Medical)

Kazimierz M. Slomczynski • *Professor Emeritus of Sociology and Political Science; affiliated with the Institute of Philosophy and Sociology, Polish Academy of Sciences. Ph.D., University of Warsaw, 1971.* Research interests include comparative methods in sociology, social stratification and mobility, and the relationship of social structure and psychological functioning. A principal investigator of the Polish Panel Survey, conducted in 1988, 1993, 1998, and 2003, with a future wave in 2008. (Comparative & Historical; Political; Gender, Race, & Class; Methodology)

NOTE: At various places in the description of the M.A. and Ph.D. levels, forms that must be completed and turned in are described. All forms are available on the department computer network as Word documents. These files are stored in the shared access directory s:\GRADDOCS.

Master's Level

The purpose of the M.A. level is to train students in a range of methods and theories used in the discipline of sociology and to enable them to conduct research. The Department offers only the thesis option (Option A in the Graduate School literature). To earn an M.A. degree, the candidate must successfully complete the following departmental requirements and also meet all Graduate School requirements.

Advisors for Students in the Graduate Program. The Director of Graduate Studies (DGS) will assign temporary advisors to new graduate students prior to their arrival on campus. Whenever possible, the DGS will take the student's interests and preferences into account when assigning temporary advisors. The DGS will help new students select courses. *All new students are encouraged to choose regular advisors as soon as possible, but definitely by the end of the spring semester in their first year of graduate study.* To declare an advisor or to change their advisor, students should obtain a form from the computer network (file name: s:\GRADDOCS\Change Advisor) and submit it to the DGS for approval.

Background Courses. Appendix A summarizes admissions requirements. Our graduate courses generally assume undergraduate background in sociological theory, research methods, and statistics. The advisor or DGS may suggest or require that entering students take additional undergraduate background courses to enhance their preparation if these courses or their equivalents are lacking in the student's undergraduate training. Background courses do not count toward the 10 required graduate courses.

Graduate Course Requirements. All entering students are required to take Sociology 6800 (the Proseminar) and to attend seminars and symposia organized by the department during their first year of enrollment. In addition to the proseminar, students must complete a minimum of 10 graduate courses in Sociology, including 6 required courses and at least 4 elective courses. These may not include Sociology 6193 (Individual Studies) or Sociology 6999 (Thesis). One course from outside the department can be counted for the M.A. level by following the procedures outlined on page 13.

Students entering at the MA level who would like to transfer credits for courses they took at another university while they were a graduate student should consult with the DGS. We will accept only transfer credits for courses that the DGS, in consultation with knowledgeable faculty, deems comparable to the courses required by department.

Students are not permitted to petition for transfer credits for courses they took as undergraduates, even if the courses were graduate level courses. This is a graduate school rule.

Core course requirements include six graduate courses in theory, quantitative methods, qualitative methods, and research design. Students are strongly encouraged to complete at least four of these during their first year, especially the theory and methodology courses, and complete the remaining core classes during their second year. The course in advanced data analysis (6710 or 6708) should

be taken in the spring of the second year in conjunction with thesis hours. This course requirement can be waived (and replaced with an additional elective) for students who defend their theses prior to the course offering.

The required courses are:

1 theory course	6582	Sociological Theory
4 courses in methods/stats	6649	Introduction to Quantitative Research/Multiple Regression
	6608	Qualitative Methods in Sociology
	6650	Categorical Data Analysis
	6655	Sociological Research Methods (SOC 6649 is a prerequisite)
1 course in advanced research	6710	Design and Analysis of Sociological Research

Note: Course requirements cannot be met through Individual Studies (Sociology 6193). Courses specifically required for the M.A. degree may not be used to fulfill Ph.D. requirements.

Students must also complete four elective courses; any graduate level sociology course (except 6193,6999, or 6802) meets these requirements. **We strongly recommend that students take Teaching Sociology (6802) during Spring Semester of their second year.** This course is required before students will be assigned to independently teach their own course once they have earned their Master's Degree. Failure to take 6802 prior to completion of the M.A. may put a student's Ph.D. funding in jeopardy. This course, however, does not count as one of the four electives.

Courses Outside the Sociology Department. One graduate level course (level 6000 and above) outside the Sociology Department may be substituted for an elective as part of the M.A. course work. To include such a course as part of your M.A. course work, follow these procedures:

1. The student submits to his/her advisor a department approval form for the course (file name: *s:\GRADDOCS\Course Outside*). A recent or proposed course syllabus must be attached to this form.
2. The advisor must ascertain that the requested course does not substantially duplicate the content of courses regularly offered in the department before giving approval. Advisors are strongly encouraged to consult with relevant colleagues in making this determination.
3. If the advisor agrees that the course does not overlap with department offerings and that it fits with the student's intellectual objectives, the advisor provides written endorsement of the non-departmental course substitution on the departmental approval form.
4. The student should submit the completed approval form to the Graduate Program Coordinator. This form along with the course syllabus will be placed in the student's file.
5. To ensure that the course taken outside of the department will count toward M.A. course requirements in sociology, the non-departmental course should be approved by the advisor **BEFORE** the course is taken.

Thesis requirement and defense

Students admitted at the M.A. level must complete an acceptable Master's thesis (see guidelines, p. 18) and successfully pass a one-hour oral examination no later than the beginning of their third year in the program (For example, students admitted at the M.A. level in autumn 2009 must successfully complete their thesis no later than the beginning of autumn 2011).

The one-hour oral examination evaluates the thesis and the student's competence in the discipline. The examination committee consists of three graduate faculty in Sociology: 1) the student's advisor who chairs the committee and the examination; and 2) two members selected by the student in consultation with the advisor. The composition of the examination committee must be approved by the Director of Graduate Studies. Students work with committees to schedule the time of the one-hour defense. Once a time is set, students contact the main office to request a conference room.

Master's thesis defenses are public. Advisors should announce student defenses by email to the whole department (ASC-SocAllDept@osu.edu) at least one day ahead of time, including all relevant details: name of student, time and place of defense, chair and committee member names, title and abstract of thesis. Only the examination committee members are to be present for discussion of the student's performance and decision about the outcome.

The format of the defense is determined by the advisor and committee, but most master's thesis defenses in Sociology proceed as follows. After a brief welcome, the advisor asks the student to step out of the room. While the student is out of the room, the committee discusses their overall evaluation of the thesis and decide on the order in which faculty will ask questions. The committee also decides whether to dedicate a set number of minutes to each questioner without interruption, or whether other faculty may join conversations as questions arise that multiple faculty share. After the committee discussion, the advisor invites the student back into the room and typically asks the student to give a brief introduction on the intellectual path to the thesis and the main findings of the thesis. Faculty then ask questions for the majority of the defense time. About 10 minutes before the exam period is over, the advisor ends the questioning and again asks the student to leave the room. The committee discusses the student's written and oral performance and make a determination of the outcome of the exam. The student is invited back into the room and informed of the committee evaluation. A decision of satisfactory must be unanimous. If one faculty member determines unsatisfactory performance, the student cannot pass the exam.

Thesis Evaluation. The examination committee can:

- a) Pass the student whose performance is satisfactory.
- b) Impose conditions to be met before the student can earn a master's degree. Conditions may include revisions of the thesis, taking one or more written examinations, successful completion of specific course(s), or writing a paper on a specific topic.
- c) Fail the student whose performance is unsatisfactory. The examination committee must also reach a decision as to whether or not the student is to be permitted to take a second master's examination.

Maintaining good standing at the Master's Level. The Graduate School requires all graduate students to remain in good academic standing and to make reasonable progress toward completing their degree requirements. The department rules regarding these requirements for Master's level students are:

GPA requirements. Students must maintain a minimum **GPA of 3.2**. To earn a master's degree, students must have a cumulative GPA of 3.2 or higher and no more than two graduate courses in which grades received are C+ or lower.

Students receive a departmental warning if their GPA falls below 3.2 during their first year in the graduate program. They must raise the GPA to the minimum or better before completing their second year in the graduate program or be placed on departmental probation.

Students may be placed on departmental probation for several reasons:

1. GPA falls below the 3.2 minimum after their first year in the graduate program. They will be given one semester to raise the GPA to the minimum or better. Failure to meet this requirement will result in dismissal from the program.
2. The student record includes two grades of C+ or lower. A third grade of C+ or lower will result in dismissal from the program.
3. The student receives a U grade in Sociology 6193 (Individual Studies) or 6999 (Thesis). To get off probation the student must satisfy the terms of a contractual agreement between the student and the faculty member for a specified amount of work. The Director of Graduate Studies must approve the contract. If a student receives a second U grade, the student may be dismissed from the program.
4. Students and their advisors will receive written notice of departmental warning or probation as soon as a problem appears on the semester report of grades.

Note that this handbook is a set of departmental policies and procedures that must enumerate grade requirements for graduate students in the program. Developing the ability (largely through apprenticeships with faculty) to conduct research and report research findings in publishable papers is critical. While grades represent a minimal standard of progress, they are not the best indicator of success in graduate school. Although publication is by no means the only criterion of progress, students with reasonable grades who publish in well-respected sociology journals will be more successful at the start of their academic careers than students with exemplary grades who do not publish. Academic employers rarely ask candidate to supply transcripts, but they examine publication records closely.

Reasonable progress. Students should complete all the requirements for their M.A. degree no later than the beginning of their third year. Failure to maintain normal progress may be grounds for not being admitted to the Ph.D. level.

Department Guidelines for the Master's Thesis

Graduating Ph.D. students in sociology face a very competitive job market in which demonstrated potential for research productivity is highly emphasized. For tenure-track faculty jobs, and many non-faculty jobs as well, the best evidence of such potential is an established record of paper presentations at regional and national meetings and, more importantly, articles published in nationally recognized sociological journals.

Typically, a student's first good opportunity to establish such a record comes with the writing of the master's thesis. In order to facilitate the conversion of the master's thesis into a paper for a meeting and then a paper of publishable quality, the Graduate Studies Committee has developed the following guidelines for master's theses:

1. The thesis should not exceed 50 pages including title page, text, footnotes, tables, figures, and references. This is a maximum length; certainly, theses of acceptable quality may be shorter than 50 pages.
2. There are no restrictions on the content or methods used in theses other than meeting ordinary standards of the discipline as interpreted by the student's committee. Theses may have an empirical (quantitative or qualitative) focus or may be entirely theoretical or methodological in their content.
3. The thesis must conform to the stylistic requirements of the Graduate School as given in Part III of the Graduate School Handbook--*Guidelines for Preparing Theses, Dissertations, and D.M.A. Documents*. Within the Graduate School constraints, however, the format of the thesis should approximate the format of standard journal articles in the field. For instance, we discourage a multiple chapter format and encourage instead a journal article style format. References and tables should conform to the style requirements of the *American Sociological Review*.
4. In most cases, extensive literature reviews are not advised. One exception to this might be theoretical theses in which such reviews are integral to the nature of the work. Faculty are encouraged to use the oral examination as a forum for probing theoretical and analytical details that are not explicitly contained in the text of the thesis.
5. We stress that one criterion for evaluation of the master's thesis is that it demonstrates potential publishable quality. We recognize that some acceptable theses may not be of publishable quality when they are submitted. But the thesis committee should use as its standard the potential for publication if recommended revisions are undertaken.

Flow Chart for M.A Thesis Completion

Activity	Deadline
Select thesis advisor and two other thesis committee members in consultation with advisor	At least 2 semesters before graduation
Prepare thesis proposal and obtain committee approval for thesis proposal	No later than the middle of the semester before graduation
Complete the Application to Graduate online at https://gradforms.osu.edu Students monitor their form on gradforms to make sure that it's approved at the department level by the director of graduate studies and by their advisor. If you see that the form has not been approved by the deadline, please notify the graduate program coordinator.	By the 2nd Friday of the semester of graduation
Submit preliminary draft to members of committee, other than advisor, for comments	By the 3rd week of the semester of graduation
Schedule time and place for Oral Exam	By the middle of the semester of graduation
Prepare final draft and distribute to committee	One week before Oral Exam
Take Oral Exam. Your committee will report the results electronically to the Graduate School. Student monitors their form on gradforms to make sure that it's approved at the department level by the entire committee by the deadline. If you see that the form has not been approved, please notify the graduate program coordinator.	Check with Graduate School for the official deadline
Complete and submit paperwork for PhD Pre-candidate status (including reference letters from MA committee members) to the Graduate Program Coordinator	No later than Friday of the last week of the semester of graduation
Submit final version of approved thesis to Graduate School	Check with Graduate School for the official deadline
MA is awarded	Commencement

The Doctoral Level

To obtain a Ph.D. degree, the candidate must successfully complete the following departmental requirements and also meet all Graduate School requirements. This document discusses admission and course work requirements, completion of the general examination, and finally, completion of the doctoral dissertation.

Admission. Appendix A summarizes departmental requirements for admission to our program. Students who receive the M.A. from this department and wish to continue toward the doctorate must apply for admission to the doctoral level of the program by submitting all required materials to the Chair of the Graduate Admissions Committee by the last day of the last week of the semester before the semester in which they plan to begin doctoral work. (file name: *s:\GRADDOCS\MA to PhD level form*). Applications for continuation to Ph.D. Pre-Candidate status from M.A. status are carefully evaluated and admission is not guaranteed.

Ph.D. Advisor. All doctoral students are encouraged to choose regular advisors by the end of their first semester of doctoral study. Students should obtain a form from the computer network (file name: *s:\GRADDOCS\Change advisor*) or the Graduate Program Coordinator if they wish to change their advisor. A change of advisor must be approved by the Director of Graduate Studies.

Background Courses. Doctoral courses assume that students have had prior graduate background equivalent to our core master's level course requirements. The advisor or the Graduate Studies Committee may require background courses if students lack these courses or their equivalents or if evidence suggests the student is not fully prepared for Ph.D. course work. These may include any of the core courses required as part of the department's master's level course work.

Proseminar Requirements. Ph.D. level students who have never taken Sociology 6800 (the Proseminar) must enroll in this course during the first semester of the Ph.D. level. All new entrants to the Ph.D. level (whether they received a master's degree from Ohio State or from another university) must take Sociology 8801 offered in Spring Semester of their first year at the Ph.D. level.

Doctoral Course Requirements. Beyond the 10 courses required at the M.A. level, students at the Ph.D. level are required to complete a minimum of 6 additional courses. These must include:

1 theory course	8505	Construction and Verification of Theory
	8509	Historical Sociology
	8547	Theories of Social Change
	8592	Structural Sociology
	8570	Individual in Society
	8580	Issues in Contemporary Theory
1 course in advanced statistics	8607	Causal Modeling
	8651	Hierarchical Linear Models
	8632	Analysis of Longitudinal Data

Students must also complete four elective courses; any graduate level sociology course (except 6193 or 6999 credits) meets these requirements. Courses specifically required for the M.A. degree may not be used to fulfill Ph.D. requirements.

Courses outside the Sociology Department. Up to two graduate level courses (level 6000 and above) outside the Sociology Department may be substituted for elective courses required in the Ph.D. course work. To include such courses as part of Ph.D. course work, follow these procedures:

1. The student submits to his/her advisor a department approval form for each course. A recent or proposed course syllabus must be attached to this form (file name: *s:\GRADDOCS\Course outside*).
2. The advisor must ascertain that each requested course does not substantially duplicate the content of courses regularly offered in the department before giving approval. Advisors are strongly encouraged to consult with relevant colleagues in making this determination.
3. If the advisor agrees that the course does not overlap with department offerings and that it fits with the student's plan of study, the advisor provides written endorsement of the non-departmental course substitution on the departmental approval form.
4. The student should submit the completed approval form to the Graduate Program Coordinator. This form along with the course syllabus will be placed in the student's file. They are required for final approval to be given to a student's Ph.D. plan of study. Thus, to ensure that courses taken outside of the department will count toward the Ph.D. requirements in sociology, students should have all non-departmental courses (up to two) approved by their advisor **BEFORE** they take them.

Transfer of credit to the Doctoral Level. Students completing their M.A. in this department are permitted to apply any "excess" coursework taken during the master's level towards the Ph.D. requirements with their advisor's approval. "Excess" course work refers to any courses/hours not specifically required for the master's degree; (i.e., any course work beyond the six required courses, the four elective courses, the proseminar, the teaching sociology class, and thesis hours). To accomplish this transfer, students must complete a Graduate School form called "Status beyond MA" and list those courses individually (for help with this, please see the Graduate Program Coordinator). This must be done within one semester after entry into the Ph.D. level, a time limit set by the Graduate School. The form must be signed by the student's advisor, the Director of Graduate Studies, and then turned in to the Graduate School.

Students entering at the Ph.D. level with a Master's degree from another university must petition to have their MA credits transferred to OSU within their first semester at OSU. In order to transfer their credits, students must give the DGS a copy of their official transcript from their MA program and copies of syllabi for courses they want to transfer. The DGS, in consultation with knowledgeable faculty, will review the course materials and grades in order to determine whether the student will need to make up any courses that are required in our program.

Maintaining good standing at the Doctoral Level. The Graduate School requires all graduate students to remain in good academic standing and to make reasonable progress toward completing degree requirements. See the *Graduate School Handbook*, section II.6, for further information. Department rules regarding these requirements for Ph.D. level students are:

GPA requirements. Students must maintain a minimum GPA of 3.3 in department courses taken after admission to the Ph.D. level. Students receive a warning if their GPA falls below 3.3 during their first 20 hours of doctoral work. They must raise the GPA to the minimum before completing 30 hours of doctoral credit in their program or be placed on departmental probation.

Students may be placed on departmental probation for several reasons:

1. The GPA falls below the 3.3 minimum after their first year of doctoral work. Students must raise the GPA to a 3.3 or higher within one semester. Failure to meet this requirement will result in dismissal from the program.
2. The student record includes two grades of C+ or lower. A third grade of C+ or lower will result in dismissal from the program.
3. The student receives a U grade in Sociology 6193 (Individual Studies) or 8999 (Dissertation). To get off probation the student must satisfy the terms of a contractual agreement between the student and the faculty member for a specified amount of work. The Director of Graduate Studies must approve the contract. If a student receives a second U grade, the student may be dismissed from the program.

Students and their advisors will receive written notice of departmental probation as soon as possible after a problem appears on the semester report of grades.

Plan of Study. Students are required to prepare and submit to the Director of Graduate Studies a Plan of Study (POS) by the end of the **spring** semester of enrollment following admission to the program (file name: *s:\GRADDOCS\Phd POS*). The student prepares the POS in consultation with their advisor. The Graduate Studies Committee advises students to plan their course work with the Candidacy Examination and research interests in mind. The POS is placed in the student's file. Modifications in the POS must receive written approval from the advisor.

Reasonable progress. Students are expected to complete all the requirements for the Ph.D. degree in a timely manner (see also Appendix B Criteria for Evaluations). Students initially admitted to the MA level are required to complete their candidacy exams by the spring semester of their fourth year after MA admission and successfully defend their dissertation by the spring semester of their sixth year after MA admission.¹ Students admitted directly to the PhD level are expected to complete their candidacy exams by the spring semester of their second year after admission and successfully defend their dissertation by the spring semester of their fourth year after admission.¹

Minors. The department does not require a minor. However, it is possible for students to gain competence in a foreign language, statistics, computer science, philosophy of science, a social science discipline, and/or a related professional field by taking appropriate courses in other departments. These courses may be used for elective departmental requirements only as specified above.

¹ The deadline may be extended by the Graduate Studies Committee in consultation with the student's advisor, when necessitated by the requirements of the student's research project.

The Graduate School's residency requirement. Graduate School rules specify that doctoral students must meet doctoral residency requirements (Graduate School Handbook, Section VII.2):

The purpose of the residency requirements is to give students the opportunity to engage in intensive, concentrated study over an extended period of time in association with faculty members and other students in an atmosphere conducive to a high level of intellectual and scholarly activity.

The following requirements must be fulfilled after the master's degree has been earned or after the first 30 hours of graduate credit have been completed:

1. A minimum of 24 graduate credit hours required for the Ph.D. must be completed at this university.
2. A minimum of two consecutive pre-candidacy semesters or one semester and a summer session with full time enrollment must be completed while in residence at this university.
3. A minimum of six graduate credit hours over a period of at least two semesters or one semester and a summer session must be completed after admission to candidacy.

The Candidacy Examination

To be admitted to Ph.D. candidacy, the student must pass the candidacy examination. The student is eligible to take this examination after successfully completing the required doctoral courses and the Graduate School residency and credit hour requirements. The exam consists of a written and oral portion. Both portions must be completed in one semester. The oral exam must be completed within one month of the written exam. The examination committee will evaluate the written and oral portions of the exam together; satisfactory performance in the written portion does not guarantee passing the examination. We encourage students to take the candidacy examination as early in their program as possible but no later than the spring semester of the fourth year for students admitted to the MA level and the spring semester of the second year for students admitted to the PhD level. The Department sets the time for the written exams: Opportunities to take the two-day written exam are scheduled twice during autumn semester and twice during spring semester. The student schedules the time and location of the oral exam in consultation with their committee and according to graduate school rules.

All students who intend to take the candidacy examination should consult the Graduate School Handbook, review the departmental guidelines and summary of deadlines contained in this document, and review the department summary of procedures for the candidacy exam (s:\GRADDOCS\CandExam Procedures).

Procedure:

1. 6 weeks prior to written exam dates, all grad students will receive an email from the Graduate Program Coordinator asking for those planning to take exams to identify themselves. Students will have 1 week to respond.
2. 5 weeks prior to written exam dates, the graduate program coordinator will complete a course checklist for those students taking their exam.
3. By 4 weeks prior to written exam date, the Director of Graduate Studies assigns outside of area committee members for all students taking the exam and notifies student who that person is. At that time, the student schedules the oral examination with the full candidacy committee, including the outside of area member.
4. No less than 2 weeks prior to the written exam, student completes departmental application (requires the date and time and location for the oral exam and signatures from all committee members) and submits to Director of Graduate Studies for signature. Once the student collects all signatures, the form should be filed with the Graduate Program Coordinator.
5. 2-3 weeks prior to the written exam date, student completes notification of candidacy through <https://gradforms.osu.edu> (must be submitted AND approved by Director of Graduate Studies and adviser no later than 2 weeks before the oral exam). **NOTE: the Graduate School will not allow the candidacy exam to proceed unless ALL approvals are in 2 weeks prior to the ORAL exam.**
6. After submitting the notification of candidacy exam form via gradforms, student monitors their form on gradforms until it is approved at the department level by the director of graduate studies and by their adviser. If student sees that the form has not been approved, please notify the graduate program coordinator.

Enrollment requirement. The applicant must be enrolled for a minimum of 3 graduate credit hours during the semester that the candidacy examination is taken. Those on GA appointments or on fellowship must maintain normal required enrollment.

Committee composition. The candidacy examination committee consists of four members: the advisor, two faculty members selected by the student in consultation with the advisor, and one faculty member outside of the student's area, randomly assigned by the DGS.

Exam preparation. Students use different strategies in preparing for candidacy exams on their own and in consultation with committee members. To assist with this preparation students may examine questions from previous candidacy exams given in the department. Questions from prior examinations are kept on file in the department. You may access those questions in the s://graddocs folder on the department network.

The examination. The intention of candidacy exams is to familiarize students with the literature in two broadly-defined subfields in sociology. For this reason, the exam will cover the literature in TWO of the 13 areas broadly-construed. Students select their two areas of specialization, in consultation with their advisor.

Faculty with expertise in exam specializations:

1. **Community & Urban:** Chris Browning, Ed Crenshaw, Rachel Dwyer, Townsend Price-Spratlen
2. **Comparative & Historical:** Tim Bartley, Hollie Brehm, Claudia Buchmann, Ed Crenshaw, Steve Lopez, Andrew Martin, Vinnie Roscigno, Eric Schoon
3. **Crime, Deviance & Social Control:** Paul Bellair, Hollie Brehm, Chris Browning, Dana Haynie, Ryan King, Eric Schoon, Michael Vuolo
4. **Family:** John Casterline, Elizabeth Cooksey, Doug Downey, Sarah Hayford, Chris Knoester, Corinne Reczek, Kammi Schmeer, Kristi Williams
5. **Gender, Race & Class:** Tim Bartley, Claudia Buchmann, Ed Crenshaw, Doug Downey, Rachel Dwyer, Korie Edwards, Dana Haynie, Steve Lopez, David Melamed, Corinne Reczek, Vinnie Roscigno
6. **Health & Medical:** Chris Browning, Samuel Clark, Cynthia Colen, Reanne Frank, Steve Lopez, Corinne Reczek, Kammi Schmer, Michael Vuolo, Kristi Williams, Hui Zheng
7. **Methodology:** Robert Bond, Hollie Brehm, John Casterline, Samuel Clark, Sarah Hayford, Ryan King, Steve Lopez, Andrew Martin, David Melamed, Eric Schoon, Townsend Price-Spratlen, Michael Vuolo, Hui Zheng
8. **Political:** Tim Bartley, Robert, Bond, Hollie Brehm, John Casterline, Ed Crenshaw, Steve Lopez, Andrew Martin, Townsend Price-Spratlen, Vinnie Roscigno, Eric Schoon
9. **Population:** Samuel Clark, Cynthia Colen, Elizabeth Cooksey, Ed Crenshaw, Reanne Frank, Sarah Hayford, Corinne Reczek, Kammi Schmeer, Hui Zheng
10. **Social Movements:** Tim Bartley, Steve Lopez, Andrew Martin, Vinnie Roscigno
11. **Theory:** Tim Bartley, Ed Crenshaw, Steve Lopez, David Melamed, Vinnie Roscigno, Eric Schoon
12. **Work, Economy and Organizations:** Tim Bartley, Robert Bond, Rachel Dwyer, Steve Lopez, Andrew Martin, Vinnie Roscigno
13. **Individual Specialization:** The content of the individualized specialization is to be

determined by the student in consultation with the advisor. Students who opt to test in the individualized specialization must also test in one other area (i.e., the individualized specialization can only be used as one of the test areas).

Content of the written exam. The content of the exams will reflect reading lists created by the student in consultation with the advisor and with the approval of the student's examination committee.

Format of the written exam. The written examination takes 9 ½ hours. It is taken across two consecutive days, four hours and 45 minutes per day, testing in one area on each day. This includes time to write (4 hours), to edit and proofread (30 minutes) and for breaks (15 minutes). Take-home exams are not permitted. Students are required to take the written portion of the exam in the designated exam room. The department supplies the computer and flash drive. The Graduate Program Coordinator will collect the exam questions from the advisor, reserve the room for the written portion, notify the lab to set up the computer, provide a flash drive to the student, and supervise the exam.

Time period between the written and oral examinations. The oral portion must be completed between one week and one month after the written portion. The following procedures occur between the written and oral exams:

1. At the end of the second day, the graduate program coordinator will email the answers and questions to the student and to all members of the committee.
2. No evaluative feedback on answers should take place between the student and any committee members (or other faculty) between the time of the written and the oral examination. Students must not request examiners' assessments of the written exam prior to the oral.
3. The student should use this time to continue the learning process that comprises the entire preparation for the candidacy examination. This includes reflecting on what was and was not written in answers, and considering broader content including questions that were not answered and content beyond the exam questions.

The oral exam. At least a week and no later than a month after the completion of the written portion of the examination, there will be a two-hour oral examination conducted by the four-member examination committee.

The format of the oral exam is determined by the advisor and committee, but most exams in Sociology proceed as follows. After a brief welcome, the advisor asks the student to step out of the room. While the student is out of the room, the committee discusses their overall evaluation of the exam and decide on the order in which faculty will ask questions. Often committees will ask questions in the order on the written exam, but committees can also instead dedicate a period of time to each faculty member who asks questions from the whole exam. Faculty may ask questions about any questions the student did not answer when the student is given a choice of questions on the written exam. After the committee discussion, the advisor invites the student back into the room and typically asks the student to give a brief introduction on the intellectual path to the exam and perhaps plans for the dissertation. Faculty then ask questions for the majority of the defense time. The outside graduate faculty representative often asks fewer questions than other faculty, though is a full member of the defense committee. About 10 minutes before the exam period is over, the

advisor ends the questioning and again asks the student to leave the room. The committee discusses the student's written and oral performance and make a determination of the outcome of the exam. The student is invited back into the room and informed of the committee evaluation. A decision of satisfactory must be unanimous. If one faculty member determines unsatisfactory performance, the student cannot pass the exam.

Exam Evaluation. The examination committee can:

- a) Pass the student whose performance is satisfactory on both written and oral portions.
- b) Fail the student whose performance is unsatisfactory on written or oral portions, or both. It is possible for a student to pass in one subject area, but fail in another area, or pass the written but fail the oral.
- c) The examination committee must also reach a decision as to whether or not the student is to be permitted to take a second candidacy examination. It is possible for the committee to require the student to retake only one subject area or only the oral portion. The student must pass the second candidacy exam in order to continue in the program.

Flowchart for Candidacy Exam Completion

Activity

Select advisory committee and prepare Plan of Study (POS).
Submit POS to Director of Graduate Studies

Deadline

By first spring semester of enrollment
at the Ph.D. level.

Complete course requirements as outlined in POS

No later than the semester before the
exam.

**Register for at least 3 graduate credit hours during the
semester in which the exam is taken. If appointed as a GA
then enrollment must meet the minimum for GAs.**

Meet with Director of Graduate Studies for selection of
Departmental Faculty Representative onto committee. Schedule
checklist and arrange dates for the written portion of the exam
(after consultation with advisor and committee) with Graduate
Program Coordinator.

At least 4 weeks before the written
exam.

Arrange date for the oral portion of the exam, reserve room for
the oral portion through the department and submit departmental
application for candidacy exam to Director of Graduate Studies
(requires signatures of all committee members)

At least 4 weeks before the written
exam.

Complete the Notification of Candidacy Exam form with the
Graduate School specifying committee member names, including
departmental representative. This form is found at
<https://gradforms.osu.edu>. Students monitor their form on
gradforms to make sure that it's approved at the department level
by the advisor and director of graduate studies by the deadline.
If you see that the form has not been approved, please notify the
graduate program coordinator.

At least 2 weeks before the oral exam.

Take written exam.

Not less than one week and no longer
than one month before the oral exam.

Deliver the flash drive with final copy of written exam to
Graduate Program Coordinator.

By end of each day of writing.

Graduate Program Coordinator will email final copy of exam to
committee members.

At the end of the second day of the
written portion.

Take oral exam and your committee will report results
electronically to The Graduate School. Student monitors their
form on gradforms to make sure that it's approved at the
department level by the entire committee by the deadline. If you
see that the form has not been approved, please notify the
graduate program coordinator.

No sooner than one week and no more
than one month after final copy was
distributed to committee and the date
specified on the Notification of
Candidacy Examination form.

NOTE: Consult with the Graduate School for specific deadlines each semester. Also please monitor any paperwork submitted via gradform to make sure it is approved by all parties required!

Ph.D. Candidacy

Admission to Candidacy. Students who successfully complete the Candidacy Examination and meet all other Graduate School requirements are formally admitted to Ph.D. candidacy by notification from the Graduate School. Upon achieving this status, a student is normally expected to enroll primarily in 8999 or in program-approved courses after satisfactorily completing the candidacy examination. Post-candidacy doctoral students must enroll for at least three credit hours (full time). Post-candidacy doctoral students must also fulfill the post-candidacy residency requirement of a minimum of six graduate credit hours over a period of at least two semesters or one semester and summer session after admission to candidacy. Candidacy status established in one doctoral program is not transferable to another doctoral program. (See *Graduate School Handbook* for specifics.).

Continuous Enrollment. This policy is effective for all students who were admitted to the Graduate School in or after Autumn Quarter 2008. All students who successfully complete the doctoral candidacy examination will be required to be enrolled in every semester of their candidacy (summer session excluded) until graduation. Students must be enrolled for at least three credits per semester. While the Graduate School and the individual graduate programs will monitor the enrollment of all post-candidacy students, it ultimately will be the responsibility of each student to ensure that they are meeting the enrollment provisions of this policy. (See *Graduate School Handbook* for details).

Dissertation Committee. After passing the candidacy examination, the student chooses a dissertation advisor and, in consultation with the advisor, selects two other faculty members to serve on the dissertation committee. The Dissertation Committee should be selected at least 2 semesters before graduation. The selection of advisors and committees is subject to approval by the Graduate Studies Committee.

Dissertation Proposal. Students are required to submit a written proposal for the dissertation research to their dissertation committee so that the committee can review this proposal and offer valuable feedback to them. The length and format of the written proposal is to be determined in consultation with the dissertation advisor. Some proposals follow a format of a research plan with little analysis, while other proposals occur at a more advanced stage and include preliminary findings. Valuable models include the National Science Foundation Dissertation Research Improvement Grant (https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=505118) and the National Institutes of Health F31 predoctoral fellowship (<https://researchtraining.nih.gov/programs/fellowships/f31>).

Once the advisor deems the proposal ready, the student should seek feedback from the committee. After committee members have had the opportunity to review the proposal, the full committee should meet with the student in a one-hour defense. At the close of the defense, the full committee either approves the proposal or asks for revisions. If revisions are required, the committee decides whether written revisions alone are required or whether an additional meeting is necessary. The dissertation proposal should generally be defended by the beginning of the 5th year in the program, though some will defend as early as the 3rd year. Those taking longer than the beginning of the 5th year should provide a detailed explanation of the reason for the longer time frame in their annual review

Dissertation. To complete the requirements for the Ph.D. degree, students must submit an acceptable dissertation and defend its findings in an oral examination. The defense should occur by spring semester of the sixth year for students first admitted to the MA level and the fifth year for students directly admitted to the PhD level.

Dissertation defense. Students must obtain forms for the final defense from the Graduate School and must file them with the Graduate School by the deadline in order to graduate the semester of the defense. Consult the *Graduate School Handbook* to become informed of the numerous procedures that must be followed to ensure conferral of the degree. All forms required by the Graduate School are available at <https://gradforms.osu.edu>.

The two-hour oral examination evaluates the thesis and the student's competence in the discipline. The examination committee consists of three graduate faculty in Sociology: 1) the student's advisor who chairs the committee and the examination; and 2) two members selected by the student in consultation with the advisor. The Graduate School also appoints an outside faculty member once the final exam has been scheduled. The composition of the examination committee must be approved by the Director of Graduate Studies. Students work with committees to schedule the time of the two-hour defense. Once a time is set, students contact the main office to request a conference room.

Dissertation defenses are public. Advisors should announce student defenses by email to the whole department (ASC-SocAllDept@osu.edu) at least one day ahead of time, including all relevant details: name of student, time and place of defense, chair and committee member names, title and abstract of thesis. Only the examination committee members are to be present for discussion of the student's performance and decision about the outcome.

The format of the defense is determined by the advisor and committee, but most dissertation defenses in Sociology proceed as follows. After a brief welcome, the advisor asks the student to step out of the room. While the student is out of the room, the committee discusses their overall evaluation of the thesis and decide on the order in which faculty will ask questions. The committee also decides whether to dedicate a set number of minutes to each questioner without interruption, or whether other faculty may join conversations as questions arise that multiple faculty share. After the committee discussion, the advisor invites the student back into the room and typically asks the student to give a brief introduction on the intellectual path to the thesis and the main findings of the thesis. Faculty then ask questions for the majority of the defense time. The outside graduate faculty representative often asks fewer questions than other faculty, though is a full member of the defense committee. About 10 minutes before the exam period is over, the advisor ends the questioning and again asks the student to leave the room. The committee discusses the student's written and oral performance and make a determination of the outcome of the exam. The student is invited back into the room and informed of the committee evaluation. A decision of satisfactory must be unanimous. If one faculty member determines unsatisfactory performance, the student cannot pass the exam.

Dissertation Evaluation. The examination committee can:

- a) Pass the student whose performance is satisfactory.
- b) Impose conditions to be met before the student can earn a PhD. Conditions may include revisions of the thesis.
- c) Fail the student whose performance is unsatisfactory. The examination committee must also reach a decision as to whether or not the student is to be permitted to take a second dissertation defense.

Summary of Deadlines for Dissertation

Activity	Deadline
Complete the Application to Graduate online at https://gradforms.osu.edu Students monitor their form on gradforms to make sure that it's approved at the department level by the director of graduate studies and by their advisor. If you see that the form has not been approved by the deadline, please notify the graduate program coordinator.	By the 2nd Friday of the semester of graduation.
Complete next to final draft in correct dissertation format and distribute to all committee members.	At least one week before requesting Committee signatures on Draft Approval form.
Complete the Draft Approval form electronically found at https://gradforms.osu.edu Submit it to the Graduate School with draft copy. Also schedule final oral exam with committee and reserve room through department receptionist.	At least 2 weeks before oral exam (no later than Wednesday of week 7).
Deliver copy of dissertation to Graduate School Representative.	At least 1 week before oral exam (no later than Wednesday of week 8).
Take oral exam and committee will electronically submit report to The Graduate School. Students monitor their form on gradforms to make sure that it's approved at the department level by the entire committee. If you see that the form has not been approved by the deadline, please notify the graduate program coordinator.	Check with The Graduate School for the official deadline each semester.
Final grades for ALL coursework are due at University Registrar	Thursday of last week of classes.
Submit approved dissertation to The Graduate School.	No later than 1 week before commencement.

NOTE: Consult with the Graduate School for specific deadlines each semester. Also please monitor any paperwork submitted via gradform to make sure it is approved by all parties required!

Summary of Program Requirements

CATEGORY	M.A	Ph.D.	TOTAL
Theory	1 (6582)	1 (choice)	2
Methods/Statistics Advanced Data	4 (6649, 6608, 6650, 6655)	1 (choice)	5
Analysis	1 (6708, 6710)	0	1
Teaching Sociology	0 (6802)	0 (802)	0
Electives	4	4	8
TOTAL	10	6	16

Sample Flow Chart					
				Courses/credits required	May Session/Summer Session
MA-PHD					
Year	Autumn	cr.	Spring	cr.	
Year 1	6649 Intro to Quantitative Research and Multiple Regression	3	6650 Categorical Data Analysis	3	
	6608 Qualitative Methods in Sociology OR elective	3	6582 Sociological Theory	3	
	elective	3	elective	3	
	elective	3	elective	3	
	6800 Proseminar	1			
		13		12	9 courses/25 cr.
Year 2	6655 Sociological Research Methods	3	6708 OR 6710 Design & Anal. of Qual./Quant. Research	3	
	6608 Qualitative Methods in Soc (or 8607, 8651, 8632) or elective	3	(8607, 8651, 8632) or elective	3	
	elective	3	6802 Teaching Sociology or elective	3	
	elective	3	elective	3	
			Thesis Defense		Thesis Defense
		12		12	8 courses/24 cr.
					MA= 11 courses/ 31 credits min.
Year 3	PhD Theory or elective	3	PhD Theory or elective	3	
	(8607, 8651, 8632) or elective	3	(8607, 8651 or 8632) or elective	3	
	elective	3	6802 Teaching Sociology or elective	3	
			8801 Proseminar	1	
		9		10	19 credits
Year 4	Candidacy exam		Candidacy exam		
			Proposal development		
Year 5	Proposal Defense		Dissertation		
Year 6	on Job Market		Dissertation completion		PhD= 50 credits min.
	Dissertation				(includes MA credits)
					Diss. Defense
PHD					
Year	Autumn	cr.	Spring	cr.	
Year 1	PhD Theory or elective	3	PhD Theory or elective	3	7 courses
	(8607, 8651, 8632) or elective	3	(8607, 8651, 8632) or elective	3	
	elective	3	6802 Teaching Sociology or elective	3	
			Prosem	1	
		9		10	
Year 2	(8607, 8651, 8632) or elective		Candidacy exam		
			Proposal development		
Year 3	Proposal Defense		Dissertation		
Year 4	on Job Market		Dissertation completion		PhD=7 courses/19 credits min.
	Dissertation				
** at least one of 8607 (Causal Modeling), 8651 (HLM), or 8632 (Analysis of Longitudinal Data) is required at the PhD level.					
** 8802 does not count as a course (required or elective) toward the degree requirement.					

Appendix A. Admission Requirements

In addition to general conditions for admission to the Graduate School explained in the Graduate School Handbook, the Department of Sociology has established the following specific stipulations for admission.

General requirements

Persons applying for admission to graduate work in the department must submit evidence of graduation from an accredited college with a bachelor's degree, a transcript of their course work, results of their Graduate Record Examination General Test (verbal, quantitative and analytical), recommendation letters and application form to the department.

Because of the great diversity in institutions of higher education all over the world, students with training abroad must be judged on an ad hoc basis. The criteria on which this judgment will be based are the reputation of the foreign institution; the scholastic record established there, GRE scores, recommendations from professors, and the student's proficiency in English as established by TOEFL (Test of English as a Foreign Language) or MELAB (Michigan English Language Assessment Battery).

Admission to the graduate program

Though students with a grade point average of 3.0 or higher (A = 4, B = 3, etc.) for the whole of their undergraduate record are in principle admissible by Graduate School rules, it is the Sociology Department's policy to admit students who have earned a cumulative GPA of at least 3.4 or higher during their undergraduate program.

Applicants are judged on the basis of grade point average; GRE scores; recommendation letters; writing samples including publications, papers or honors theses; and other evidence of potential for scholarship and professional performance.

Some students may not meet the admission requirements stated above because of earlier training or for other reasons. Such students should call attention to this and provide as complete an explanation as possible as part of their application. In rare instances, the program allows students to further demonstrate their professional potential prior to formal admission to degree programs. However, it is understood that when these students are formally admitted to degree programs, they must demonstrate the same proficiency expected of other degree students.

Admission to the Ph.D. level

Students who are admitted into the Ph.D. level with a master's degree from another department or university must demonstrate their competence in theory, methodology, and statistics, or complete the core courses required of master's-level students in this department. Students should discuss their plan of study with their adviser during the first semester of residence. They should complete all M.A.-level courses as early as possible.

Students who receive the M.A. from this department and wish to continue toward the doctoral degree must apply for admission: They must submit the departmental application form, recommendations from all members of the student's Examination Committee on the department reference form, and a copy of the master's thesis (draft or final) **to the Graduate Program Coordinator by the last day of the last week of the semester before the semester in which they plan to begin doctoral work.** We

also require a one to two page statement of current interests and plans for doctoral work.

Applicants to the Ph.D. level are judged on the basis of grade point average, especially for their graduate work; GRE scores; recommendations; thesis, publications, papers, and other evidence of potential for scholarship and professional performance. Students whose average grade point for graduate courses is below 3.3 are in principle inadmissible.

Admission as a graduate non-degree student

This status is only for students who wish to register for some graduate courses to transfer to another institution or for personal/professional enrichment and do not intend to seek a degree. It is not used as a "back door" by which students with incomplete applications or students who have been denied admission may begin graduate studies. Permission to register for graduate non-degree will generally not be granted to any student who has been denied admission or who has an incomplete application on file.

Requests from bona fide non-degree-seeking applicants will be judged by the following criteria:

- a) prior academic qualifications (GPA and GRE) similar to admitted students;
- b) sufficient background in social scientific theory, method, and substantive areas to be a competent participant in graduate sociology classes;
- c) the current registration demand for the classes the applicant desires to take.

Admission of applicants enrolled in other OSU graduate programs who wish to transfer to sociology

Graduate students who are presently enrolled as regular students in other OSU programs who seek admission to the graduate program in sociology must submit the same supplemental materials required of all applicants. Applicants should consult the department's written guidelines to be sure that they have submitted all the necessary materials. Applications must be complete before the published university deadlines for applications for admission for given semesters of enrollment. If the applicant wishes to be considered for funding, the files must be complete by the published deadlines for financial aid. The Graduate Admissions Committee will review such cases only when the application file is complete. It uses the same standards for external and internal applicants.

Appendix B. Credit Hour Registration

Level	AU and SP with 50% GA funding	Summer with 50% GA funding	AU and SP with Fellowship funding	SU with Fellowship funding
MA	12	4	12	6
Pre-Candidacy	12	4	12	6
Post-Candidacy	3	3	3	3

1. For MA level and pre-candidacy level PhD students

Fall and Spring Enrollment. The Graduate School requires that MA level and pre-candidacy level PhD students holding a 50% graduate associate (GA) appointment be enrolled in a minimum of 8 and maximum of 18 graduate credit hours to be considered full-time and eligible for that GA appointment. The Department of Sociology's enrollment policy requires that master's level and pre-candidacy level PhD students holding a 50% GA appointment be enrolled in at least 12 graduate credit hours. In addition to taking regular graduate level courses, students work with advisors on theses, research projects, and candidacy exams and these credit hours constitute credit for these activities. The credit hours can include regular graduate level courses, credit hours for Research for Thesis (Soc 6999) and/or credit hours for Individual Studies (Soc 6193).

Summer Enrollment (with a summer GA appointment). MA level and pre-candidacy level PhD students with a 50% GA appointment in summer are required to register for 4 credit hours in the summer session. These hours can include Research for Thesis (Soc 6999) and/or Individual Studies (Soc 6193).

Summer Fee Waiver (with no summer appointment). MA level and pre-candidacy level PhD students who held a 50% GA appointment for Autumn and Spring semesters and do not have a summer session appointment are entitled to a full fee authorization during the summer session that immediately follows. Students using this summer fee authorization must be registered for 4 hours of credit. These hours can include Research for Thesis (Soc 6999) and/or Individual Studies (Soc 6193).

Fellowship Enrollment. MA level and pre-candidacy level PhD students holding the title Graduate Fellow must register for a minimum of 12 credit hours each semester they have a fellowship appointment, except in summer session when the minimum is 6. Fellowship students are expected to take four regular courses per semester before they complete their course work. These registration requirements can include Research for Thesis (Soc 6999) and/or Individual Studies (Soc 6193).

2. For post-candidacy level PhD students

Fall and Spring Semester, and Summer Session. Post-candidacy level PhD students holding a 50% GA appointment are required to register for 3 credit hours to be considered full-time and eligible for that GA appointment. These hours should be Research for Dissertation (Soc 8999).

Summer Fee Waiver (with no summer appointment). Post-candidacy level PhD students who held a 50% GA appointment for AU and SP semesters and do not have a summer session appointment are entitled to a full fee authorization during the summer session that immediately follows. Students using this summer fee authorization must be registered for 3 hours of credit. These hours should be Research for Dissertation (Soc 8999).

Post-candidacy continuous enrollment policy. Post-candidacy level PhD students admitted to the Graduate School Autumn 2008 or after (See Graduate School Handbook, Section VII.8) are required to be enrolled for 3 credit hours every semester (summer session is excluded) until graduation. These hours should be Research for Dissertation (Soc 8999). If you have any questions regarding this policy, you should contact the graduate school.

Fellowship Enrollment. Post-candidacy level Ph D students holding the title Graduate Fellow must register for 3 credit hours each semester they have a fellowship appointment. These registration requirements can include research hours (Soc 6193) and/or Sociology 8999 Research for Dissertation.

Appendix C. Annual Evaluation of Graduate Students

The Graduate Studies Committee reviews the records of all graduate students each spring. The purpose of this annual review is to evaluate students' progress and provide the basis for recommendations to the Department Chair regarding departmental funding for the subsequent year. The Committee's recommendations regarding funding apply only to departmentally funded positions; many of these are teaching positions, although some may involve working in the Sociology Research Laboratory or assignment as a RA to a faculty member. Faculty who obtain funding for research from external sources (such as the National Institutes of Health, the National Science Foundation, or the Ohio Department of Mental Health, etc.) or from non-departmental university competitions (such as the Seed Grant or Small Grant program) are free to select graduate research associates from the pool of graduate students. Students are welcome to communicate their interest in such positions to the individual faculty members involved.

Procedures. During the Spring Semester, all students are required to submit the annual evaluation form. **Regardless of your level in the program, failure to submit annual review materials may be detrimental to student's academic standing in the department and result in a registration lock and/or probation.** In addition to the student's submitted materials, the Committee examines the Student Advising Reports that include grades. It also solicits feedback from the Director of Instruction regarding exceptionally good or bad performance of TA responsibilities, and from the student's advisor.

Funding eligibility for continuing students

Based on the annual evaluations, the department aims to fund all eligible students on a continuing basis, as long as they remain in good standing (see GPA and other requirements in the graduate handbook) and are making reasonable progress towards thesis defense, candidacy exams, and dissertation defense (see graduate handbook for definition of reasonable progress). If students exceed the years of guaranteed funding beyond that stipulated in their offer letter, students may no longer be eligible for GTA positions, but the department will make an effort to fund students as GTAs or lecturers, depending on available positions and reasonable progress.

Within these time limits, summer support is not guaranteed except as specified in admissions offer letters. Students interested in summer funding apply during spring semester and are selected based on academic progress and departmental need. Any official leaves of absence are excluded from the funding time limits. Exceptions to this funding policy are made only on the basis of departmental need for specific types of graduate assistants (e.g., instruction for a particular course), and are made only on a semester-by-semester basis.

Eligibility is defined in terms of academic performance in courses and reasonable progress through the program. Master's level students are eligible for funding if they maintain a GPA of 3.2 in graduate courses and have received no more than one grade below B- in graduate course work. Doctoral level students are eligible for funding if they maintain a GPA of 3.3 in doctoral courses.

Reasonable progress is defined differently for students in different levels.

For **Master's level students**, reasonable progress means:

1. the completion of at least 6 of the required M.A. courses during the first year,
2. completion of all course work by the end of the second year,
3. completion of the thesis no later than the beginning of the third year,
4. avoiding student-initiated Incompletes (I) in courses. The Committee acknowledges the rare occurrence of an incomplete, and while they are discouraged, one or two incompletes in an academic year will not make students ineligible for funding as long as all incomplete are finished within the normal deadline (6th week of the subsequent semester).
5. selection of a permanent advisor by the end of autumn semester of the second year.
6. preparation towards professional development in the second year (e.g., anticipated presentation at professional meeting; paper in progress towards publication).

For **doctoral students at the pre-candidacy level**, reasonable progress means:

1. progress toward completion of doctoral **course** requirements, as demonstrated by avoiding student-initiated incomplete in courses (see statement above);
2. progress toward the **candidacy examination**, as demonstrated by
 - a) developing and submitting a plan of study by the end of the spring semester following admission to the doctoral program,
 - b) completing the Candidacy Examination by the end of spring semester of the 4th year for students first admitted to the M.A. level and the second year for students directly admitted to the PhD level. Students who have not taken the candidacy examination by this time may receive lower priority for funding.
3. evidence of professional development (presentation of academic research at scholarly meetings, papers under journal review, and publication of research).

For **doctoral students who have been admitted to candidacy**, reasonable progress at this point means:

1. forming a dissertation committee by the end of the first semester after admission to candidacy,
2. developing a dissertation proposal or prospectus and defending it by the beginning of the first semester of the fifth year
3. completing the dissertation within 6 years for students admitted to the M.A. level and within 5 years for students directly admitted to the PhD level.
4. progress towards professional development (e.g., presentation of academic research at scholarly meetings, development of papers, publication of research, preparation of dissertation research grants).

Students who are active but not on campus must report to their advisors about their progress at least once a year and submit annual evaluation materials. A student who fails to do so will be terminated from the program. If a student fails to submit the final copy of the dissertation document to the Graduate School within five years of being admitted to candidacy, the student's candidacy is

cancelled. In such a case, with the approval of the advisor and the Graduate Studies Committee, the student may take a supplemental candidacy examination. If the student passes this supplemental candidacy examination, the student is readmitted to candidacy and must then complete a dissertation document within two years.

Employment Outside of the Department

The Graduate School states that fellowship students must hold no other appointment or have outside employment during the tenure of their fellowship. Students appointed as GTAs, GRAs, or GAAs are strongly discouraged from seeking outside employment. Any student appointed as a GTA, GRA, or GAA who is considering outside employment must be approved by his/her graduate advisor, and reported to the Director of Graduate Studies. Outside employment can become an issue for future funding if a student does not maintain his/her normal academic progress in the program.

Ranking for funding priority

Students should bear in mind that there is a distinction between eligibility for continuing funding (see above) and priority for funding. Students who have used up their departmental funding are eligible for further funding only in the case of departmental need, determined and assigned on a semester by semester basis after the assignment of students with guaranteed funding. Such funding is often available but should not be counted upon.

We consider five major criteria (considered both cumulatively and in terms of the past year's performance) in deciding on a funding priority score:

1. GPA in graduate courses. For students at the Master's level or for doctoral level students required to take required Master's courses, special attention is paid to performance in required courses. In practice, small variations in student GPA are not heavily weighted.
2. Extent of reasonable progress in the particular program as defined above.
3. Professional and scholarly awards and honors.
4. Professional activities such as participation at scholarly meetings, submission of articles for publication, more importantly, acceptance of articles for publication, and submission of applications for dissertation funding.

Indicators of such professional activities are increasingly critical the closer a student is to the completion of the doctoral program. Many students follow a progression from making presentations first at regional and later at national meetings, and submitting presented papers to journals. Students should consult with their advisors to find a good match between their work and the array of journals in the field.

The record of professional presentations and publication is an increasingly critical factor in job placement, and students should be aware that in general, publications are weighted more positively than presentations, and recruitment committees will not consider all presentations and publications as equal in value. For example, presentations at national meetings are viewed more positively than those at regional meetings. Similarly, factors commonly considered in evaluating publications include the outlet (for example, for a journal article, whether it appears in a refereed journal and the caliber of the

journal). In general, publications in refereed journals are viewed more favorably than chapters contributed to edited books, because the latter are generally not peer-reviewed before publication. We encourage students to aim for high quality presentations and publications in well-regarded journals; in practice, small differences in publication outlet among students are not heavily weighted in funding recommendations.

5. Performance in GTA and GRA position.

6. Service to the department and the profession.

The Committee also takes into account any extenuating circumstances that are made known to them. This may include unusual teaching demands, serious illness, family emergencies and the like. Students should note such information on their annual review materials. The Committee also takes into account additional knowledge about students' professional activities they may have from faculty-student contacts (e.g., in courses, thesis and other committees, etc.) or from students' advisors.

Based on these criteria, each faculty member of the subcommittee evaluating students in each cohort reviews the students in that cohort in terms of program progress (pre-MA, pre-generals, and post-generals) and assigns an initial funding priority score of 1, 2, or 3. These initial scores are tabulated and form the basis for its discussion aimed at producing an overall ranking for each student.

Appendix D. Nondiscrimination 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 opportunities, 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, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. Title IX of the Education Amendments of 1972 prohibits sex discrimination. Title I and Title II of the Americans with Disabilities Act (ADA) of 1990 provide equal employment opportunities and reasonable accommodation, and Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in education programs and activities. Equal access to employment opportunities, admission, educational programs, and all other university activities is extended to all persons.

Appendix E. Travel Policy

The department usually has money allocated to support student travel to present papers at professional meetings. Students who have papers accepted for presentations at professional meetings are eligible. The support amount is generally up to \$1000 per year. Students admitted to the MA level are eligible to receive travel support from Year 1 to Year 6. Students directly admitted to the PhD level are eligible to receive travel support from Year 1 to Year 5. Our travel year follows the fiscal year, which is July 1-June 30, and first year students are not eligible for travel funds until September 1 of their first year of study. Please follow the procedures listed below.

As early as possible but no later than 4 weeks prior to your trip:

- 1) Submit the completed department Travel Acknowledge Form for Graduate Students to the Graduate Program Coordinator (Kelly Malone). She will return the form to you after verifying you are eligible for travel money and securing Chair's approval.
- 2) Submit completed Travel Request Form to the Departmental Travel Coordinator (Karissa Wess) for approval along with the Chair-signed Travel Acknowledge Form that Kelly returns to you. If you have other non-departmental travel sources of funding, please attach proof of such funding (i.e., letter or email)
- 3) After your travel, submit completed Travel Reimbursement Form to Karissa Wess for reimbursement.

All the travel forms are available on the department website(<https://sociology.osu.edu/faculty-and-staff-resources>) and then use the right panel and navigate to "Travel". **As always, availability of travel funds is contingent upon the department budget.**

Appendix F. Graduate Student Opportunities

Department Opportunities

The Department has various funds set up as endowments to help support graduate students through fellowships or to provide awards through a yearly paper competition. The latest list of these opportunities includes the following:

Funding Opportunity	Description	History
The Mildred and Simon Dinitz Graduate Fellowship Fund in Criminology in the Department of Sociology	Provides fellowship support for graduate students specializing in criminology. This is awarded by the department to first-year incoming students as part of the admissions process.	Established April 6, 1999, by family, friends and colleagues through The Foundation. Income provides fellowship support for graduates specializing in criminology.
The William Form and Joan Huber Graduate Fellowship Fund in The Department of Sociology	Provides fellowships for graduate students in the Sociology Department. This is awarded by the department to first-year incoming students as part of the admissions process.	Established October 6, 1995, through The Foundation by William Form, professor emeritus, sociology, and Joan Huber, senior vice president, provost and professor emeritus. Income provides fellowships for students in the Department.
James Edward Hagerty Graduate Scholarship in Criminology	Income to be used for a Graduate Scholarship in Criminology. This is awarded by the department to first-year incoming students as part of the admissions process.	Established November 9, 1947, with Dr. Hagerty's bequest. Income provides a graduate scholarship in criminology.
The Randy Hodson Memorial Fund	Awards one or more Sociology graduate students with an outstanding paper or research project in Professor Randy Hodson's areas of research in work, power or inequality. This is one of our yearly paper competitions and is awarded during the departmental spring awards banquet.	The Randy Hodson Memorial Endowment Fund, established in 2016, supports graduate students through fellowships and research grants, and recognize the important intellectual contributions of young scholars.
Elizabeth Menaghan Award	Income to be used to award sociology graduate student(s) for recognition of their outstanding paper in the field of marriage and family. This is one of our yearly paper competitions and is awarded during the departmental spring awards banquet.	

The Frank L. Mott Award	Awards a student in recognition of their outstanding paper in field of population and health. This is one of our yearly paper competitions and is awarded during the departmental spring awards banquet.	Awards a student in recognition of their outstanding paper in field of population and health
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Non-Graduate School funded Fellowships/Traineeships

There are a range of other opportunities within and outside the university available to graduate students, including fellowships and awards. Pay special attention to the details of these awards as fellowships vary significantly in what their structure and in what they will fund. **It is best to pursue any questions during the proposal stage.** Some common issues are discussed below.

Administration and Approval. Students may receive fellowship or traineeship support from other university or external sources. In these cases, the unit responsible for the fellowship and its administration will vary.

Credit Hours. Fellows who have not yet completed the candidacy examination must be registered in the Graduate School for at least 12 hours of graduate credit (excluding audited courses) during any semester in which a fellowship appointment is held. Pre-candidacy fellows who maintain their appointments during summer term must enroll in six credit hours. Post-candidacy doctoral students much register for at least three credit hours. Any exceptions to these policies must be approved in advance by the Graduate School.

Payment of Tuition and Fees. The payment of a student’s academic tuition and fees may or may not be included in the award. The Graduate School has a Matching Tuition and Fee Award Program that students may apply for, with the help of the DGS. Applications for the tuition and fees award should be pursued at the proposal stage.

Tenure. The length of appointment and stipend level are determined by the funding source. All appointments are for 100 percent of full time. Fellows cannot be required to render a service for the stipend received.

Taxes. The monthly stipend received by all fellows and trainees may be subject to federal, state and local taxes.

Insurance. Fellows or trainees who are paid by non-university funds outside of the Ohio State payroll system are not eligible for the university health insurance subsidy.