

Letter From the Director of Graduate Studies in Sociology



Dr. Mark J. Schafer

Director

Graduate Studies

Associate Professor

Sociology, Agricultural Economics

Education must not simply teach work – it must teach life. - W.E.B. DuBois

Welcome to the Fall 2018 issue of the DuBois Courier, the official newsletter of LSU's Graduate Studies in the Department of Sociology named in honor of one of the most important social thinkers of the 19th century and 20th centuries.

This Fall, we welcomed a new cohort (see page 4). Geaux Tigers!

Congratulations to all who reached academic milestones this year! Congrats to **Lori Martin** on her promotion to Full Professor; to **Sam Stroope** on his promotion to Associate Professor with Tenure; and to **Ginger Stevenson** and **Bob O'Neil** on their promotions to Senior Instructor. Well deserved all!

Special congratulations to our 2018 alumni: **Ugur Orak** (Utica College), **Nile Patterson** (Furman University), and **Brianne Painia** (MetroMorphosis). We wish you all the best as you begin your journeys post-LSU! Congratulations, too, to all our grad students who crossed one of the hurdles toward earning your PhD—passed a General Exam, defended a dissertation proposal, etc.—you're one step closer to graduation. Finally, we congratulate our two winners of the 2018 Roland Pellegrin Outstanding Graduate Student Award: **Vanessa Parks** and **Leah Drakeford**!

Our program is noted for its research productivity. I counted well over 30 articles published in high-quality peer-reviewed journals in 2018, along with several collaborations between faculty and students! Fantastic job. Let's keep it going in 2019.

Enjoy reading this Fall issue. It features **Jose Torres** in the Faculty Spotlight and **Elizabeth Brault** in the Student Spotlight.

Editor

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CHAIR'S CORNER

Department Chair – [Yoshinori Kamo](#)
Professor, Sociology



Welcome to LSU Sociology!

It's always nice to see new faces in the hallway and classrooms in the Fall Semester. Some familiar faces are gone, mostly for good reasons.

Michelle Meyer moved to Texas A&M, and we have three students who received Ph.Ds. Ugur Orak moved to Utica College in New York, Nile Patterson is in Furman University in Greenville, South Carolina, and Bri Painia finished her Ph.D in four years and now works at MetroMorphosis in town, teaching at LSU part-time. In addition, Kim Boudreaux accepted a position of assistant professor at Northwestern State University even before finishing her Ph.D. Nice.

I am very happy to see our students thrive, fulfilling their dreams to teach in college, work in non-profit organizations, or crunch numbers in research organizations.

Since I wrote on publications in the spring (please see the back issue, if you are interested), I would like to write on teaching this time.

When I was on job market (yes, it was a LONG time ago), I didn't have any teaching experience at all. I was an RA in Washington and I never asked to teach. Things have changed quite a bit now, and teaching experience is almost a prerequisite, if not a requirement, for assistant professor positions.

"Full-loads" in colleges are usually four courses per semester, which we call "4 and 4" (four courses in Fall and Spring). Research universities like LSU appoint tenure-track faculty 50% research and 50% teaching, resulting in "2 and 2" as a typical load. We then buy out courses with our grants or receive course

release for administrative duties. The teaching loads in some universities/colleges may be “3 and 3.”

Nowadays, it is desirable for you to have some teaching experience. While we are aware of the advantages students gain in teaching, we do not allow our students to teach until their 4th year. Why? It is because TEACHING SLOWS YOU DOWN. We may grant exceptions for this fourth year rule in special cases (if you plan to graduate in three years, we will allow you to teach in your third year for sure).

The question I often receive is “how many different courses do I want to teach while at LSU?” I would say two preps is good, and three is probably great. In some cases, particular courses (stats, methods, and some substantive topics such as family, race, and social problems, depending on the need of the employer) may give you some advantage in your job search. Therefore, we make sure we ask about your teaching preferences every semester and try to accommodate them. If particular courses are in high demand, we try to rotate them as much as possible.

Partly due to helping you prepare for teaching, we also moved the second pro-seminar from Spring of the first year to Spring of the third year. In that class, we will include some teaching-related sessions with sample syllabi and all large, or small, tips.

When you have questions on teaching (e.g. syllabi, exams, interactions with students, lectures, etc.), make sure to ask faculty members. After all, all of us have been involved with this endeavor for multiple years.

I hope you all have a great semester and even better academic year!

WELCOME OUR NEW COHORT



Bottom Row, Left to Right: **Mahalia Crawford, Nick Van De Voorde, Brooke Barrett, Jennifer LaRose, Jordan Pedalino**

Top Row, Left to Right: **Dominique Dillard, Troy Legier, Josh Hunter, Rob Matchett, and Dr. Heather O'Connell**

GRADUATE STUDENT PROFILE

Elizabeth Brault



Elizabeth Brault is a doctoral candidate in LSU's Department of Sociology. Her research focuses primarily on communities and crime, particularly juvenile delinquency, violence, and recidivism. She has previously served on a Justice Reinvestment Grant to create a tool that helps the Louisiana Department of Public Safety & Corrections assess the services and resources that individuals need to successfully return to their home communities and, ultimately, to society. Her dissertation, "Social Capital and Reentry Success: A Multidimensional Approach," examines a range of social capital factors and recidivism at three levels: the county-level, the

neighborhood-level, and the individual-level. Elizabeth has published papers in *Deviant Behavior*, *PLOS ONE*, and *Perspectives on Global Development and Technology*. She has also collaborated on additional papers currently under review at *Social Science Research*, *Demography*, and *Criminal Justice and Behavior*. Elizabeth is a Montana girl at heart, who loves kayaking, hiking, and skiing. She also enjoys Netflix, podcasts, and hanging out with her husband Chris and her dog Remy.

A Note from Our SGSA

Sociological Graduate Student Association



The Sociology Graduate Student Association (SGSA) aims to enhance the experience of Sociology graduate students. SGSA assists graduate students by providing them with opportunities to collaborate through interest groups, monthly meetings, social events, and interfacing with other graduate student organizations on campus. SGSA is committed to the promotion of educational and professional development of Sociology graduate students.

2018 - 2019 Officers

President: Ifeyinwa F. Davis

Vice President: Cristian Nuñez

Treasurer: Andrew Burns

Secretary: Brooke Barret

Officers: Caitlin Charles, Ewart Forde, Rob Matchett

Faculty Advisor: Dr. Heather Rackin

FACULTY PROFILE

Dr. Jose A. Torres – The Scholar of Many Hats

“I can wear multiple hats, so to speak, but they all feed off each other in some way... It is taxing and time consuming you know. [But] at the end of the day, it is rewarding and it is informative because as an educator, I am able to speak on [the things I'm involved in] with my students.” - Dr. Torres



Dr. Jose A Torres, the scholar of many hats, is an assistant professor who joined our department in Fall 2016 after earning his PhD at Virginia Tech. Since he has arrived, one of his hats is that of a **highly productive researcher**. An advocate for a reformed community policing, he has published multiple peer-reviewed scholarly articles, which look at the impact of citizen trust and policing. He also examines the way banishment policies within public housing impact residents, police effectiveness is perceived within public housing spaces, and how community policing can improve these police/citizen interactions.

Dr. Torres also dons the chapeau of a **passionate educator**. He currently teaches Criminology and Deviant Behavior at the undergraduate level. He also developed two graduate seminar

classes, “Race and Policing” and “Race and the Criminal Justice System”. Dr. Torres approaches the study of crime from a sociological perspective. He explained, “[W]ith sociology it just feels more aligned with how I tend to approach understanding crime since I do a lot of teachings surrounding race and criminal justice specifically.”

In addition to and coinciding with his research and teaching, Dr. Torres wears a cap of **community involvement**. He is committed to being involved at LSU and the greater Baton Rouge area. For example, Dr. Torres has been nominated to be the president of the newly formed Latinx Faculty and Staff Caucus at LSU, and he also a member of the LSU Faculty Senate.

Outside of LSU's hallowed halls, through what he deemed, "sort of by accident," a question he asked at a forum on race and policing snowballed into participation in a number of projects and groups that reinforce and utilize his scholarship. Dr. Torres became involved with the local United Way through the chance interaction with its CEO. He sits on the board of two awards committees the Brotherhood/Sisterhood award and the Pass the Torch award (which he helped create). Both of which celebrate Baton Rouge community members who work to combat discrimination, bias, or bigotry. Dr. Torres also became engaged with Dialogue on Race Louisiana through his involvement with the United Way. Dialogue on Race Louisiana holds structured 6-week workshops where cohorts of 12-15 people talk about race within their community. His involvement with Dialogue on Race Louisiana lead to Dialogue on Race and Policing from which recommendations for reforms to improve community and police relations were developed. Torres explained, "Most of these reforms touch on a lot of the ideas that have been supported in research. Things that advocate for more procedural justice backed policies, policies that would support community policing." Dr. Torres was also invited to be a member of the local chapter of The National Organization of Black Law Enforcement Executives. Through his association with this organization, he helped create an essay competition that judged students ability to articulate the significance of trust between police and citizens. The winners receive \$1000 scholarships.

When asked how his scholarship and community involvement mesh, Dr. Torres said, "Well there are 3 things here not just scholarship and the activism. I think of it in terms of teaching too. The research at least, we're able to at least find some evidence-based practices that work. At least as it comes to creating better police minority relations. But it's one thing to see the research on it and go out and actually try to see it possible: what's that like, what's that process like, what are the barriers. You know trying to do it firsthand helps inform the scholarship which helps inform the teaching which might push back against the research. You know because every location is different."

Lastly, Dr. Torres wears a fedora of a **family member**. Dr. Torres makes apparent his love of family at the extended and nuclear level. In 2017, he helped spearhead a relief effort for survivors of Hurricane Maria in Puerto Rico. Feeling helpless as he watched the people of Puerto Rico, which includes family members, suffering from afar, Dr. Torres and a Puerto Rican graduate student from the LSU Political Science Department organized a relief campaign within the LSU community. They collaborated with pre-existing organizations, the Baton Rouge Emergency Aid Coalition and Cajun Airlift, to raise money to buy medical supplies. Through social media, the campaign's reach extended past the local to include other areas in Louisiana, such as Lafayette and New Orleans. Although he is humble about his participation and believes the focus should be on the Puerto Rican people and those who donated supplies, he said, "I feel very special to be involved in that. It's definitely something I can look back on and be proud of what we did here and say that LSU had a stake in helping out Puerto Rico even if it was small."

Dr. Torres' local family is his wife. He discussed his down time with her, "We just bought a regular Nintendo. So on the weekends, I mean a Friday or Saturday night, we just play some Nintendo my wife and I, yeah. We've come to enjoy it. I like to watch TV. We do the Netflix thing. We are both fans of the True Crime documentaries. We try to catch a good concert every now and then." The last concert they attended was the Beyoncé and Jay-Z concert in New Orleans this September. However, just relaxing at home together doing nothing is also one of the activities the Torres family enjoys.

Being able to do nothing is a luxury for this scholar who is in such high demand. Hats off to you, Dr. Torres.

DUBOIS COURIER EDITORIAL STAFF



2018 PUBLICATIONS

- Baker, J.O., **Stroope, S.**, & **Walker, M.H.** (2018). "Secularity, religiosity, and health: Physical and mental health differences between atheists, agnostics, and nonaffiliated theists compared to religiously affiliated individuals." *Social Science Research* 75:44-57.
- Brantingham, P.J., **Valasik, M.**, & Mohler, G.O. (2018) "Does Predictive Policing Lead to Biased Arrests? A Randomized Controlled Trial." *Statistics and Public Policy* 5(1):11-17.
- Brault, E.E.**, & **Shihadeh, E.S.** (2018). "Religious ecology, floaters, and crime: the links between social capital, institutionally disengaged youth, and homicide." *Deviant Behavior*.
- Clark, J.**, & **Stroope, S.** (2018). "Intergenerational social mobility and religious ecology: Disaggregating the conservative Protestant bloc." *Social Science Research* 70: 242–253.
- Cope, M. R., **Lee, M.R.**, **Slack, T.**, **Blanchard, T.C.**, Carney, J., Lipschitz, F., & Gikas, L. (2018). "Geographically distant social networks elevate preparedness for coastal environmental threats." *Population and Environment* 39:277-296
- Curtis, K.J., Lee, J., **O'Connell, H.A.**, & Zhu, J. (2018). "The Spatial Distribution of Poverty and the Long Reach of the Industrial Makeup of Places: New Evidence on Spatial Temporal Regimes." *Rural Sociology*.
- Donnelly, R., Umberson, D.J., & **Kroeger, R.A.** (2018). "Childhood Adversity, Daily Stress, and Marital Strain in Same-Sex and Different-Sex Marriages." *Journal of Family Issues* 39 (7):2085-2106.
- Drakeford, L.** (2018). "Mental Health and the Role of Religious Context among Inmates in State and Federal Prisons: Results from a Multilevel Analysis." *Society and Mental Health*.
- Drakeford, L.** (2018). "Correctional Policy and Attempted Suicide Among Transgender Individuals." *Journal of Correctional Health*, 24(2), 171-182.
- Garretson, O.**, **Fan, J.**, Mbatia, P. N., Miller, P. & **Shrum, W.** (2018). "When Family Replaced Friendship: Mobile Communication and Network Change in Kenya." *Sociological Forum*.
- Hori, M & **Kamo, Y.** (2018). "Do Gender Differences Still Exist? The Effects of Gender Equality and Social Statuses on Happiness in a Cross-National Perspective." *International Journal of Contemporary Sociology* 55:7-32.
- Kim, H.** & **Kamo, Y.** (2018). "Women's Socioeconomic Characteristics and Marriage Intention in Korea." *International Journal of Contemporary Sociology* 55:33-56.

- Kroeger, R.A.** (2018). "Parental Happiness and Strain among Young Adult Parents Diagnosed with Attention-Deficit Hyperactivity Disorder. *Chronic Illness* 14 (1):69–75.
- Kroeger, R.A., & Frank, R.** (2018). "Race-Ethnicity, Union Status, and Change in Body Mass Index among Young Adults." *Journal of Marriage and Family* 80 (2):444-462.
- Lin, Y, **Kamo, Y.** & **Slack, T.** (2018). "Is It the Government's Responsibility to Reduce Income Inequality? An Age-Period-Cohort Analysis of Public Opinion Toward Redistributive Policy in the United States, 1978 to 2016." *Sociological Spectrum*.
- Martin, L.L.** (2018). "The Politics of Sports and Protest: Colin Kaepernick and the Practice of Leadership." *American Studies Journal*.
- Martinez, B.C., Tom, J.C., Ferguson, T.W., Andercheck, B., & **Stroope, S.** (2018). "Parenting Practices and Attitudes and the Role of Belief in Supernatural Evil: Results From a National US Survey. *Journal of Family Issues* 39(6):1616–1638.
- Onda, M. & **Kamo, Y.** (2018). "Labor Market in the United States." *Japanese Journal of Labor Research* 693:11-19.
- O'Connell, H.A.** (2018). "Linking Racial Composition, Black-White Inequality, and Regional Difference: The Role of Migration." **The Sociological Quarterly**. 59(1):128-144.
- O'Connell, H.A.** (2018). "Historical Shadows: The Link between Sundown Towns and Contemporary Racial Inequality." *Sociology of Race and Ethnicity*.
- O'Connell, H.A.** & Raker, E.J. (2018). "Converging or Diverging? How Shifting Ethnoracial Composition Shapes the Urban-Suburban Distinction in Attitudes towards Immigrants in Houston, 1994-2016." *Sociological Perspectives* 61(4): 573-591.
- Parks, V., Drakeford, L., Cope, M.R., & Slack, T.** (2018). "Disruption of routine behaviors following the Deepwater Horizon oil spill. *Society and Natural Resources*. 3:277-290.
- Reid, S.E. & **Valasik, M.** (2018). "CTRL+ALT-RIGHT: Reinterpreting our Knowledge of White Supremacy Groups through the Lens of Street Gangs." *Journal of Youth Studies*. 21(10):1305-1325.
- Reling, T.T., Barton, M.S., Becker, S., & Valasik, M.** (2018). "Rape Myths and Hookup Culture: An Examination of Collegiate Perceptions." *Sex Roles* 78(7): 501-514.
- Reling, T.T., Becker, S., Drakeford, L. & Valasik, M.** (2018). "Exploring the Influence of Hookup Culture on Female and Male Rape Myths." *Journal of Interpersonal Violence*.

- Stroope, S.,** & Baker, J.O. (2018). "Whose Moral Community? Religiosity, Secularity, and Self-rated Health across Communal Religious Contexts." *Journal of Health and Social Behavior* 59(2):185–199.
- Stroope, S., Rackin, H.M.,** Stroope, J.L., & Uecker, J.E. (2018). "Breastfeeding and the Role of Maternal Religion: Results from a National Prospective Cohort Study." *Annals of Behavioral Medicine* 52(4):319–330.
- Thiede, B.C., **Kim, H.,** & **Valasik, M.** (2018). "The Spatial Concentration of America's Rural Poor Population: A Post-Recession Update." *Rural Sociology*. 83(1):109-144.
- Thiede, B.C.,** Lichter, D. T., & **Slack, T.** (2018.) "Working, but Poor: The good life in rural America?" *Journal of Rural Studies*. 59:183-193.
- Tinkler, J., **Becker, S.,** & Clayton, K. (2018). "Kind of Natural, Kind of Wrong": Young People's Accounts of the Morality, Legality, and Normalcy of Sexual Aggression in Public Drinking Spaces." *Law and Social Inquiry* 43(1):28-57.
- Torres, J., Reling, T.T.,** & Hawdon, J. (2018). "Role conflict and the psychological impacts of the post-Ferguson period on law enforcement motivation, cynicism, and apprehensiveness." *Journal Of Police And Criminal Psychology*.
- Valasik, M.** (2018). "Gang Violence Predictability: Using Risk Terrain Modeling to study Gang Homicides and Gang Assaults in East Los Angeles." *Journal of Criminal Justice*. 58:10-21.
- Valasik, M.,** & **Barton, M.S.** (2018). "The George Wilson Effect: Does Intergenerational Closure and Collective Efficacy Reduce Juvenile Delinquency in a Neighborhood?" *Deviant Behavior* 39(12):1658–1671.
- Valasik, M.** & Reid, S.E. (2018). "The Schrödinger's Cat of Gang Groups: Can Street Gangs Inform our Comprehension of Skinheads and Alt-Right Groups?" *Deviant Behavior*.
- Valasik, M.** & Reid, S.E. (2018). "Alt-Right Gangs and White Power Youth Groups." *Oxford Bibliographies Online: Criminology*. Beth M. Huebner (Ed.). New York: Oxford University Press.
- Valasik, M.** & Tita, G.E. (2018). "Gangs and Space." In S. D. Johnson & G. Bruinsma (Eds.). Chapter 36. *The Oxford Handbook of Environmental Criminology* (pp. 843-871). Oxford, UK. Oxford University Press.
- Valasik, M.,** & Phillips, M.D. (2018). "Drive-bys in Chiraq or ethnic genocide in Iraq: Can violent street gangs inform our comprehension of the Islamic State?" In J. L. Ireland, C. A. Ireland & P. Birch (Eds.) Chapter 32. *The Routledge International Handbook of Human Aggression: Current Issues and Perspectives* (pp. 388-399). New York, NY. Routledge.

- Valasik, M.,** Reid, S.E., West-Fagan, J. & Gravel, J. (2018). "Group Processes, Gang Policy, and Gang Delinquency." In J. L. Ireland, C. A. Ireland & P. Birch (Eds.) Chapter 34. *The Routledge International Handbook of Human Aggression: Current Issues and Perspectives* (pp. 411-423). New York, NY. Routledge.
- Weil, F.D., Rackin, H.M.,** & Maddox, D. (2018). "Collective resources in the repopulation of New Orleans after Hurricane Katrina." *Natural Hazards*.
- Yıldız, M., Orak, U., Walker, M.H.,** & Solakoglu, Ö. (2018). "Suicide contagion, gender, and suicide attempts among adolescents." *Death Studies*.

PHD GRADUATES SINCE 1985 WITH MOST RECENT PLACEMENTS

2018 Ugur Orak, Utica College; Nile Patterson, Furman University; Brianne Painia, MetroMorphosis

2017 Dari Green, LSU; Luke Castle; Castell Sweet, University of Dayton; Emily Blosser, University of Louisiana at Lafayette;

2016 Joe Cleary, CUNY-Lehman; Win Guan, Louisiana Department of Health; Melinda Jackson, Nicholls State University; Matthew LeBlanc, Xavier University; Ya-Feng Lin, South Texas College; Danielle Thomas, LSU

2015 Will Bryerton, Houston Community College; Michael Cope, Brigham Young University; Kayla Fontenot, U.S. Census Bureau; Durmus Ali Yuksek, Turkish Military Academy

2014 Brett Lehman, Auburn University at Monroe; Ashley Perry, Mississippi State University

2013 Donovan Ceaser, California State University, East Bay; Chantel Chauvin, Louisiana State University; Skylar Gremillion, Louisiana State University; David Maddox, Bellarmine University; Le'Brian Patrick, Xavier University; Sarah Walsh, The Policy & Research Group

2012 Candice Myers, Pennington Biomedical Research Center; Lisa Winters, Coastal Carolina University

2011 Raymond Barranco, Mississippi State University; Jessica Doucet, Francis Marion University; Aaryn Ward, Pearl River Community College

2010 Emily Berthelot, University of Arkansas-Little Rock; Tim Brown, University of Arkansas-Little Rock; Julia D'Antonio, Loyola University; Makiko Hori, University of Tennessee-Chattanooga; Jessica Pearce, South Louisiana Community College

2009 Anna Cutlip, Pfeiffer University; Lacie Michel, Louisiana Tech; Paige Miller, University of Wisconsin-River Falls; Claire Norris, Xavier University; Shaun Thomas, University of Arkansas

2008 Michael G. Bisciglia, Southeastern Louisiana University; Chiung-Yin (Joy) Hu; Mark O. Melder, Louisiana Tech; Matthew Wilkinson, Coastal Carolina University

2007 Russell R. Davis, University of West Alabama; Richard B. Duque, University of Vienna; Chanika R. Jones, Southern University

2006 Amanda Abraham, Institute for Behavior Research at the University of Georgia; Timothy C. Hayes, University of North Carolina-Pembroke; Asha D. Luthra, Shell Exploration and Production Co.; Monisa Shackelford Mooney, Pensacola Junior College; Marcus Ynalvez, Texas A&M International University

2005 Theresa Davidson, Samford University; Amy Manning Kirk, Sam Houston State University

2004 Susana Guerra, Tracfone Wireless, Inc.; Jospeter Mbuba, Indiana University-Purdue University Fort Wayne

2003 Carl Marie Riden, Longwood University; Ginger Stevenson, Louisiana State University

2002 Catherine Elizabeth Burton, The Citadel; Patricia Champion, Tennessee Tech University;

M. Kelly James, Winthrop University; Chizuko Wakabayashi, University of Niigata Prefecture

2001 Troy Christoph Blanchard, Louisiana State University; Alison K. Neustrom, Public Affairs Research Council; Robert Paul O'Neil, Louisiana State University; Melissa Oliver Stainback; Linda Anderson Tobin, Austin Community College

PHD GRADUATES SINCE 1985 WITH MOST RECENT PLACEMENTS **Cont.**

2000 Rebecca (Carter) Powers, East Carolina University; William Craig Carter, Middle Tennessee State University; Shirley A. Keeton, Fayetteville State University; Michelle Marie Livermore, Louisiana State University; Rebel Mary Reavis, University of Tennessee-Martin; Marsha Norton West; George Preston Wooddell, University of Louisiana-Lafayette

1999 Stephen Edgar Costanza, Central Connecticut State University; Matthew Raleigh Lee, Louisiana State University

1998 Kiyomi Ando, Meijo University, Japan; Ivan Mihailov Chompalov, Edinboro University of Pennsylvania; Vaughn Allen Decoster, University of Arkansas; Nicole Thomson Flynn, University of South Alabama; Jo Kuhn Galle; Michael Owen Maume, University of North Carolina-Wilmington; Tobias Albert Ten Eyck, Michigan State University

1997 Yanyi Kasongo Djamba, Auburn University at Montgomery; Deborah Marie Hanrahan; Graham Christophe Ousey, College of William and Mary

1996 Kuo Hua Chen, Tamkang University, Taiwan; Deann K. Gauthier, University of Louisiana-Lafayette; Mary Lynn Gautier, Georgetown University; John Collins Kilburn, Texas A&M International University; San-Yi Li, Providence University (Taiwan); Esther J. Olinde; Dawood Hussein Sultan, University of Tennessee-Martin

1995 Carl Leon Bankston III, Tulane University; David Emile Maurer, University of New Orleans; James Adu Opare, University of Cape Coast

1994 Frederick Carson Mencken, Baylor University; Neller Ree Simpkins

1993 Alphonse Rubagumya

1992 Diane Catalano Keithly, Southern University; Jianghong Li, Telethon Institute for Child Health Research

1991 Larry Allen Gould, Northern Arizona University; Joan Marie Morris, University of Central Florida; Roberta Loupe St. Pierre, Louisiana State University

1989 Ann C. (Dellenbarger) Ziebarth, University of Minnesota; Oisezoje Godwin Ohiwerei, New Jersey City University; James William Robinson, Louisiana State University-Eunice

1988 Jeffrey Michael Clair, University of Alabama-Birmingham; Gloria R. Martinez, University of the Philippines Los Baños; Carol Yvette Thompson, Texas Christian University

1987 E Clark Forrest Jr; Bethania Maria Gonzalez; James Francis Quinn, University of North Texas; Cheryl L. Thayer-Doyle

1986 Ollie Collden Christian, Southern University; Leroy Allen Furr, University of Louisville; Robert Earl Sanderson, University of Arkansas-Little Rock

1985 Carol Sue Campbell, McNeese State University; Pamela Jean Jenkins, University of New Orleans

GRADUATE STUDIES

SOCIOLOGY FACULTY

Michael S. Barton (PhD, Albany)

Criminology, Urban Sociology, Gentrification & Neighborhood Change

Michelle Barton (PhD, Albany)

Families, Aging

Sarah Becker (PhD, Massachusetts)

Intersectionality, Criminology, Ethnography, Communities

Dana Berkowitz (PhD, Florida)

Gender, Bodies, Sexualities, Qualitative Methods, Feminist & Social Theory

Troy C. Blanchard (PhD, LSU)

Interim Dean of College of Humanities and Social Sciences

Inequality, Demography, Applied Sociology

Chantel Chauvin (PhD, LSU)

Violent Crime, Delinquency, Gender & Crime, Gun Violence

Skylar Gremillion (PhD, LSU)

Director of Undergraduate Studies

Gender, Law, Inequality, Online Communications

Yoshinori Kamo (PhD, Washington)

Department Chair

Work & Family, Inequality, Psychological Well-Being

Rhiannon A. Kroeger (PhD, Ohio State)

Health & Illness, Family Demography, Quantitative Methods

Matthew R. Lee (PhD, LSU)

Vice Provost for Academic Programs & Support Services

Criminology, Public Health

Lori L. Martin (PhD, Albany)

Race & Ethnicity, Wealth Inequality, Asset Poverty, Sports

Heather A. O'Connell (PhD, Wisconsin)

Race & Ethnicity, Stratification, Spatial Demography

Robert O'Neil (PhD, LSU)

Social Interaction, Theory, Sex & Gender

Heather M. Rackin (PhD, Duke)

Family Formation & Fertility, Inequality, Social Demography

Mark J. Schafer (PhD, Indiana)

Director of Graduate Studies

Education, Comparative & Global Sociology, Inequality, Rural Sociology

Edward S. Shihadeh (PhD, Penn. State)

Criminology, Urban Sociology, Race, Ethnicity & Immigration

Wesley M. Shrum, Jr. (PhD, Princeton)

Technology (video, internet, mobile communication), Africa, Asia

Tim Slack (PhD, Penn. State)

Stratification & Poverty, Community & Environment, Demography

Ginger Stevenson (PhD, LSU)

Criminology, Interpersonal Violence, Deviance

Samuel Stroope (PhD, Baylor)

Health & Illness, Religion

Danielle Thomas (PhD, LSU)

Race & Ethnicity, Community Development, Sports

Jose Torres (PhD, Virginia Tech)

Criminology, Social Control, Policing

Matthew A. Valasik (PhD, UC Irvine)

Criminology, Gangs, Spatial Analysis

Mark H. Walker (PhD, Iowa)

Social Psychology, Social Networks, Self and Identity

Frederick D. Weil (PhD, Harvard)

Community, Social Capital, Political Sociology, Comparative-Historical

GRADUATE PROGRAM OVERVIEW

We have about 50 graduate students from all over the country and outside the United States. Our current and past foreign students are from Turkey, Taiwan, Japan, China, Kenya, and the Philippines, among others. Each "cohort" consists of 5-13 students and most of our students are funded as Teaching Assistants or Research Assistants.

Our Ph.D alumni are, again, all over the world. Most of them are teaching in colleges and universities, but others are in research institutions, governmental agencies, or private industries.

Our graduate program is primarily designed for producing PhDs, rather than terminal MAs. Applications and supporting materials for all graduate study (including three letters of recommendation) must be submitted through the online application site for the LSU Graduate School.

Admission

The Department generally requires an undergraduate GPA of 3.0 or a graduate GPA of 3.5 for admission. Admission and funding is normally for the Fall Term. Applicants desiring financial support should submit credentials by the end of January. Even students who are admitted without funding, however, may be considered for assistantships as resources become available.

Graduate Assistantships

The Department offers a number of graduate assistantships to qualified students. They involve research or teaching under the supervision of one or more faculty members. For those without funding, but from an under-represented group, we have tuition awards (exemptions) available.

The Graduate School offers a number of fellowships and scholarships to exceptional and superior students. Among these are Enrichment Funds for incoming students, Graduate School Dissertation Fellowships, Huel D. Perkins Diversity Fellowships, and Board of Regents Graduate Fellowships. Upon receiving promising candidates, the Director of Graduate Studies will make nominations for these awards.

Graduate Assistants and other fellowship recipients are exempt from tuition but still have to pay university fees. Graduate Assistants and fellowship recipients are also eligible for the premium assistance program for Student Health Insurance.

GRADUATE PROGRAM OVERVIEW **Cont.**

The MA Program

Our MA Program requires two years of graduate study and is expected to lead onward to the PhD. Minimum course requirements are 36 hours of graduate work. Students may be permitted to transfer up to twelve hours of coursework at the graduate level from another institution.

After satisfying coursework requirements, a master's degree is conferred upon completion of either an empirical research paper or a master's thesis, to be defended before the student's MA committee.

The PhD Program

The PhD program in sociology is designed to prepare students for a career in sociology that combines research and teaching. A broad general knowledge of sociological theory and research methodology is required. Students will also choose and develop a research program in a specialty area.

Our students typically develop a close working relationship with one or more faculty members and co-author research papers with them. In this way, the student begins as an apprentice and finishes with a substantial research record.

Minimum course requirements for PhD are 54 hours of graduate work. Students finish all course work, then take the General Exam, write and defend their dissertation proposals, and write and defend their PhD dissertations.

GRADUATE COURSE DESCRIPTION

7121 Seminar: Classical Sociological Theory (3)

Prereq.: consent of instructor. Historical survey of sociology with primary emphasis on European (Marx, Weber, and Durkheim) and early American (Mead and Park) sociologists.

7131 Seminar: Contemporary Sociological Theory (3)

Prereq.: SOCL 7121 or equivalent. Current theoretical arguments in sociology.

7201 Research Methods in Sociology (3)

Prereq.: SOCL 2201 or equivalent. Introduction to inferential methods in sociological research; emphasis on interpretation and current research.

7203 Advanced Research Methods in Social Science (3)

Prereq.: SOCL 7201 or equivalent. Also offered as POLI 7963. Survey of advanced methodology in the social sciences; emphasis on general linear model and causal models.

7211 Seminar: Methods of Social Investigation (3)

Prereq.: EXST 7003 or equivalent. Research methods in the social sciences; interplay of theory and methods of research; formulation of research problems and design; measurement and scaling; sampling; ethics in research; and critiques of social science research.

7213 Specialized Topics in Social Science Methods (2-3)

Prereq.: SOCL 7203 or POLI 7963 or equivalent. May be taken for a max. of 12 sem. hrs. of credit when topics vary. Also offered as POLI 7964.

7351 Seminar: Topics in Rural Sociology (3)

Prereq.: consent of instructor. May be taken for a max. of 9 sem. hrs. credit if topics vary. Specialized areas in rural sociology.

7391 Seminar: Topics in Social Organization (3)

Prereq.: consent of instructor. May be taken for a max. of 12 sem. hrs. credit if topics vary. Specialized areas in social organization.

7491 Seminar: Topics in Social Institutions (3)

Prereq.: consent of instructor. May be taken for a max. of 12 sem. hrs. credit if topics vary. Specialized areas in social institutions.

7591 Seminar: Topics in Social Issues (3)

Prereq.: consent of instructor. May be taken for a max. of 9 sem. hrs. credit if topics vary. Specialized areas in social issues.

7691 Seminar: Topics in Social Interaction (3)

Prereq.: consent of instructor. May be taken for a max. of 9 sem. hrs. credit if topics vary. Specialized areas in social interaction.

GRADUATE COURSE DESCRIPTION **Cont.**

7791 Seminar: Topics in Population and Ecology (3)

Prereq.: consent of instructor. May be taken for a max. of 6 sem. hrs. credit if topics vary. Specialized areas in population and ecology.

7901, 7902 Independent Reading and Research (3,3)

Prereq.: successful completion of at least one year of graduate work.

7903 Proseminar in Sociology (1)

Required twice of both master's and Ph.D. candidates. Pass-fail grading. Contemporary research and critical issues in sociology.

8000 Thesis Research (1-12 per sem.)

“S”/“U” grading.

8900 Research in Sociology (1-6)

Open only to students engaged in a specific, organized research project under faculty supervision. Student must be engaged in design and implementation of research and analysis and interpretation of data.

9000 Dissertation Research (1-12 per sem.)

“S”/“U” grading.

HOW TO APPLY

The LSU Graduate School processes all applications for PhD, MA, and other graduate level programs at Louisiana State University. The most up to date information on how to apply can be found on the LSU Graduate School website at

<https://www.lsu.edu/graduateschool/apply/index.php>

The Department of Sociology accepts applications for our PhD and MA programs from all interested domestic and international students. A bachelor's degree is required for entry into either program, but it is not necessary for applicants to our PhD program to have already earned a Master's degree. In fact, we encourage all applicants to apply for our PhD program, irrespective of whether or not they have already obtained a master's degree.

Our official deadline for receiving applications for Fall 2019 is January 31, 2019. All completed applications received by the deadline will receive a full review by our Graduate committee for consideration for admission and funding. While the Graduate Committee will continue to applications received (or completed) after the January 31 deadline, late applicants may be at a disadvantage with respect to funding.

Completed applications include all the required elements: Transcripts (with GPA), GRE scores, statement of purpose, and letters of recommendation. We also encourage applicants to submit writing samples for a more comprehensive evaluation.

International applicants may also be required to submit material indicating their international degree and grade equivalencies to the US System, as well as test scores indicating their proficiency in English (TOEFL, IELTS, PTE).

CONTACT US

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