

Under Restriction: Social Science (and Life) in Today's South

2022 Annual Meeting
of the
Georgia Sociological Association



November 3-5
Callaway Resort & Gardens
Pine Mountain, GA

Georgia Sociological Association

2021-2022 Officers and Executive Committee

President:	Pamela Pitman Brown, <i>Albany State University</i>
Vice President:	Brandon K. Attell, <i>Georgia State University</i>
President Elect:	Carly L. Redding, <i>University of North Georgia</i>
Past President:	Darina Lepadatu, <i>Kennesaw State University</i>
Financial Officer:	Michallene McDaniel, <i>University of North Georgia</i>
Recording Officer:	Devon Goss, <i>Oxford College</i>
Parliamentarian:	Sara Mason, <i>University of North Georgia</i>

Members at Large

Teaching:	Jewrell Rivers, <i>Abraham Baldwin Agricultural College</i>
Research:	Allen Hyde, <i>Georgia Institute of Technology</i>
Applied and Clinical Sociology:	Christy Flatt, <i>Gordon State College</i>

Publications

Semaphore Editor:	Denise Woodall, <i>University of North Georgia</i>
Journal Editor:	Linda Treiber, <i>Kennesaw State University</i>
Website Coordinator:	Denise Woodall, <i>University of North Georgia</i>

Letter from GSA President



Welcome to the 2022 Annual Meeting of the Georgia Sociological Association in the beautiful Callaway Gardens Resort & Spa!

It has taken us a long time to reach this perfect destination spot in Georgia via a virtual conference due to Covid, our fabulous conference at Legacy Lodge last year, and finally reaching one of my favorite childhood memories, Callaway! We are thrilled to be back at Callaway after many years.

We have a super program this year, focusing on the shifts in our political landscapes in Georgia, the South, and our nation. The theme of this year's meeting Under Restriction: Social Science (and Life) in Today's South offers us as social scientists an opportunity to learn how others are navigating the unfamiliar...the changing landscapes dominating the news, the dismantling of tenure, the limits of academic freedom, and the challenges of headline grabbing "bills" across the southern states, aimed at limiting how we teach race, class, gender, sexuality, and history.

The meeting offers assistance on teaching in our troubled times as well as opportunities to learn about student success and recruitment for our low enrollment programs. Social Justice work with incarcerated citizens, K12 teaching/research looks into bullying in early readers and teaching about slavery in history course, diversity/inclusion/inequality, HBCUs and the pandemic, as well as how to protect ourselves as faculty. There is literally something for everyone at this year's meeting! Be sure to join us for our business lunch and awards ceremony on Friday.

GSA has also added a student mixer at the request of our students! The mixer will take place on Thursday, November 4th from 5:30 to 7:30 in Loblolly AB.

While you are at Callaway, be sure to check out the Day Butterfly Center, Callaway Discovery Center, and the MEGABUGS Adventure. You can also visit FDR State Park which is Georgia's largest state park, as well as The Little White House, the Historic Pools Museum, and the Chipley Historical Center! As a public radio aficionado I heard a great podcast "A Visit to Pine Mountain, Georgia " on Troy's PR last year! Give it a listen! [<https://soundcloud.com/troypublicradio/210812tprif>]

Thank you for joining us this year!

Sincerely,
Pamela Pitman Brown

Georgia Sociological Association's

2022

SOCIOLOGIST OF THE YEAR

Ned Rinalducci, Ph.D.

Associate Professor
Department of Sociology and Anthropology
Georgia Southern University



**Adventures in Public Sociology: Politics, Media,
Activism, and Expertise**

Friday 1:30 pm-2:30 pm
Plenary Session

Dr. Ned Rinalducci is an Associate Professor of Sociology at Georgia Southern University. His work examines religious and ethnic political movements and cultural identity. He teaches courses including Global Sociology; Comparative Societies, Politics, and Institutions; the Sociology of Media; the Sociology of Terrorism; the Sociology of Tourism; and the Sociology of Nationalism. Dr. Rinalducci holds a Ph.D. in Sociology from Georgia State University, a M.S. in Social Psychology from Mississippi State University, and a B.S. in Sociology and Psychology from Florida State University. He is a two-time former president of the Georgia Sociological

Association (2004-2005, 2014-2015) and a recipient of the GSA Meritorious Service Award (2008).

His most recent publication “Kurdish Resistance and Agenda Setting in a Time of Renewed Turkish Hostility: Social Media and the HDP” was published in *In Nonviolent Resistance in the Contemporary World: Case Studies from India, Poland, and Turkey*, Routledge Press 2021. He is also the author of the first article published in the first edition of *The Journal of Public and Professional Sociology*, titled “Sociological Accessibility and the Institutionalizing of Professional ‘Public Sociology’” Volume 1:1. 2006.

After September 11, 2001, Dr. Rinalducci’s expertise in terrorism led to lectures and media interviews around the world. In 2004, at the start of the Iraq war, Dr. Rinalducci found himself as a regular on Jamaica’s KLAS Radio program, *The Breakfast Club*, hosted by former Jamaican First Lady Beverly Manley and former Minister of Tourism and Senator Eric Brahmans. In 2007 he was invited to speak to the National Senate of Argentina as well as the Police, Security and Armed Forces of Argentina on the topic of Global Terrorism.

Dr. Rinalducci is passionate about the value of the study abroad experience and has taken students to Trinidad and Tobago, Argentina, Chile, Vietnam, the Czech Republic, and Cuba. He is currently planning another trip to Cuba for the summer of 2023. Through directing these programs he has formed professional relationships with institutions around the world including the University of the West Indies, St. Augustine (T&T), The University of Trinidad and Tobago (T&T), Universidad de La Serena (Chile), Universidad Católica de Salta (Argentina), University of South Bohemia in České Budějovice (Czech), and the Instituto de Filosofía (Cuba).

In his community work, he engages in public sociology, regularly organizing and coordinating political candidate forums and debates. He runs forums from the local level (Mayor, City Council, County Commission, School Board) to the state level (State Senate, State House) all the way to the Federal level (U.S House of Representatives and U.S. Senate). He works with various government and community organizations ranging from the City of Savannah to the Chatham County District Attorney’s office. He contributes to Southeast Georgia’s local media outlets with his expertise on all things political, as well as issues of social and cultural concern. He can be seen regularly on Savannah stations WSAV, WJCL, and WTOG, as well as in Southeast Georgia’s various print media outlets.

Kennesaw State University welcomes new graduate students for its Master's in Criminal Justice. Deadline for Spring admissions: November 1, 2022. For more info, please visit: <https://radow.kennesaw.edu/scj/programs/mscj.php>



Did You Know?

Our conference session rooms this year have unique names. Did you know that loblolly, bayberry, and sourwood are all names of trees and shrubs native to Georgia? The loblolly is a pine tree found all over Georgia, it can live up to 300 years, and grows up to two feet per year. In the southern U.S., the term loblolly has been used to refer to a depression, a mud puddle, a swamp, and porridge. The bayberry is a shrub found in Texas and the eastern U.S. and has historically been used in many home remedies for colds, skin wounds, and nausea. Bayberry shrubs can grow up to fifteen feet tall in ideal conditions. Bayberry shrubs are somewhat un-noticeable during the summer and fall months but are prized during the winter for their gray berries that attract many types of birds. The sourwood is a beautiful tree and is rare in the fact that, for the most part, it is only found in the U.S. The sourwood can live up to 200 years in ideal conditions. It is highly sought out by beekeepers, given that bees can produce gourmet honey by consuming the nectar from the sourwood flowers.

Loblolly Tree



Bayberry Shrub



Sourwood Tree





Introduction to Social Justice Call for Submissions!

Coeditors: Dr. Pamela Pitman Brown & Dr. Tiffany A. Parsons

This introductory text will explore the meanings, forms, and mechanisms of oppression and discrimination. It will investigate the roles social structure, individuals, and ideologies play in addressing social justice for diverse populations. In addition, the text examines various social movements, advocacy efforts, and community organizing that aims to make change and remedy social injustice.

Drs. Brown and Parsons invite essays, 3-5 pages, for a forthcoming interdisciplinary text. Essays are open to advocates working in the field, scholars, or those with lived experiences. Opportunities to contribute include essays on injustices and efforts to remedy injustices on the following topics. Potential foci are listed for your consideration.

- Race/Ethnicity: citizenship (including DACA), BLM, Incarceration, immigration/border, Voting Rights, Native Rights, Civil Rights Movement
- Gender: Women's Movement (Seneca Falls), Second Wave, Third Wave, Abortion (prior to and during Roe v. Wade), The Dobbs Decision (Post Roe). Men's Rights Movement, Transgender, Me Too, Second Shift, Legal/Custody Issues
- Sexuality: LGBTQIA+, Polyamory, Fetish, Aging sexuality, families, legal/custody issues,
- Religion: Intersections with politics and/or law, discrimination/privilege, familial authority
- Age: youth discrimination, elder abuse (physical/financial), personal ageism, institutional ageism, intentional/unintentional ageism, isolation,
- Economic: Labor, Living Wage, Universal Income, Housing, Hunger, Health
- Ability/Disability: Early 20th Century Eugenics movement, BMI, Mental Health, ADA, Various types of Ableism, Policies, Long Covid, Polio residual effects
- Environment/Climate: environmental racism, infrastructure, farming, clean water, pollution, displacement of persons/towns

Please submit a statement of interest, including a few sentences on the area of interest and your connection (advocate/scholar/lived), in writing to tparsons@westga.edu and Cc pamelapitmanbrownphd@gmail.com before December 1, 2022. Please include ***Introduction to Social Justice Interest*** in the subject line.



UNG | UNIVERSITY of
NORTH GEORGIA™

Human Services Delivery & Administration (M.S.)

UNG offers a Master of Science in Human Services Delivery and Administration degree to prepare individuals to serve and lead in a variety of career fields including group homes, halfway houses, correctional facilities, community mental health centers and family, child and youth service agencies. The M.S. in Human Services Delivery and Administration will provide human services professionals the necessary training and degree to advance their career into management and supervisory positions.

Request Information



Apply Now!



Program Schedule

Thursday 12:00 pm

12:00 – 1:30

EXECUTIVE BOARD MEETING

BAYBERRY 2

Thursday 1:30 pm

1:30 – 6:00

CONFERENCE REGISTRATION

LOBLOLLY HALLWAY

1:30 – 2:30

JOURNAL EDITORIAL BOARD MEETING

BAYBERRY 2

Thursday 2:30 – 3:45 pm

Session 1

SOURWOOD 4&5

Is Sociology Still Relevant?

The early founders of the discipline of sociology were troubled with the stability of society in the midst of unprecedented social change. Today, no matter which political side of the aisle one leans, we can likely all agree that we are living in another wave of change the likes of which have not been seen since the 1960s. Add the stress of an ongoing pandemic to scandalous political divides, mounting inflation, add a pinch of insurrection, and you've got a discipline, grappling with its own stability, that is ripe for study. The public perception of sociology as a viable degree is less than enthusiastic. One self-proclaimed social media expert claims that sociology is among the "most worthless college degrees based on earnable lifetime income." According to the National Center for Education Statistics, the most popular undergraduate degrees in 2019-2020 were in business and the health professions. Business graduates accounted for about 400,000 out of a total of 2 million bachelor's degrees conferred and the health professions grew from 3% of all degrees in the 1970s to 12% now. Compare those numbers to degrees in the social sciences, which saw a drop from an 18.5% high in the 1970s to 8.1% today, and the future of the discipline is indeed bleak. Dwindling resources for higher education have compelled leaders to share the burden at the state level with mandates that require the morphification of the degree at such draconic levels that it is often barely recognizable. Such changes prompt the question that our panel will address: "Is Sociology Still Relevant?"

Moderator: Laurel Holland, Georgia Gwinnett College

Panelists:

Laurel Holland, Georgia Gwinnett College
David Kirschner, Georgia Gwinnett College
Linda Ann Treiber, Kennesaw State University
Sara F. Mason, University of North Georgia
Roscoe Scarborough, College of Coastal Georgia

Thursday 4:00 – 5:15 pm

Session 2

SOURWOOD 4&5

HANS MAUKSCH TEACHING WORKSHOP I

Workshop Coordinator: Jewrell Rivers, Abraham Baldwin Agricultural College

Engaging in High Impact Practices (HIPS) to Navigate Teaching Challenges during the Post-Pandemic

Faculty will present on how they incorporate High Impact Practices (HIPS) into their teaching pedagogy. High impact practices such as study abroad, service-learning, mentored research, practicums/internships, and online/hybrid teaching will be highlighted. High impact practices have become more important in navigating the changing educational landscape that we are now experiencing. Learning outcomes for participants will include the following:

- (1) Participants will learn how High Impact Practices enhance student engagement
- (2) Participants will learn how High Impact Practices increase student success
- (3) Participants will learn how to incorporate High Impact Practices in their teaching pedagogy

Panelists:

Christy Flatt, Gordon State College
Cassandra Jordan, Albany State University
Hosanna Fletcher, Georgia State University
Jewrell Rivers, Abraham Baldwin Agricultural College

Thursday 5:30 - 6:30 pm

WELCOME RECEPTION (HORS D'OEUVRES AND CASH BAR)

COURTYARD

Friday 8:30 am

CONFERENCE REGISTRATION (ALL DAY)

LOBLOLLY HALLWAY

Friday 9:00 – 10:15 am

SESSION 3

BAYBERRY 1&2

SELF CARE WORKSHOP

Take an Intentional Break to Relax and Rejuvenate

Presenter: Shubha Chatterjee, Abraham Baldwin Agricultural College

This presentation will provide students and professionals with some insight into mindfulness-based practices to incorporate self-care into their professional and personal life. Participants can expect to cultivate an understanding of the intentional use of evidence-based interventions to stay positive and grounded in the present moment during these challenging times.

Description of Learning Objectives:

Participants will be able to identify and utilize a minimum of 2 self-care techniques.

Participants will be able to demonstrate mindfulness-assisted relaxation.

SESSION 4

BAYBERRY 3&4

Panel – *Representations of Social Horrors: From Jennifer’s Body to Midsommar*

Moderator: MC Whitlock, University of North Georgia

This panel explores cinematic representations of social horrors. Birthed from undergraduate courses in Sociology of Film and Sociology of Health, students in this panel analyze films that exhibit social commentary about social anxieties. The first paper presented by Chloe Cox, will focus on the representation of feminism and women’s relationships in the film *Jennifer’s Body* (2009). The second presenter, Sarah Jones, will detail queer representation and the final girl in the *Fear Street* trilogy (2021). The third paper, presented by Sarah Kohrmann, will focus on the social anxieties of pandemics represented in *Contagion* (2011). The fourth paper, presented by Savannah Thomas, will tackle societal views and fears of parenthood in *The Shining* (1980), *Carrie* (1976), and *Mommie Dearest* (1981). The final paper, presented by Roxie Fricton, will explore the complex representations of gendered trauma in the film *Midsommar* (2019). Together, this panel illustrates that horror and suspense films provide a unique vehicle to understand social norms, constructs, and the anxieties that arise in-between.

Panelists:

Chloe Cox, University of North Georgia
Sarah Jones, University of North Georgia
Sarah Kohrmann, University of North Georgia
Savannah Thomas, University of North Georgia
Roxie Fricton, University of North Georgia

Theme – *Challenging Times in Social Science*

Moderator: Pamela Pitman Brown, Albany State University

Singing the Blues: Sociology in Challenging Times

Karen Young, Clayton State University

Rodger Bates, Clayton State University

In post-pandemic America, higher education is confronted with numerous challenges. Demographics, inflation, political conflict and technology have altered the environment of higher education. In particular, sociology has struggled to maintain enrollment, program appeal, and relevance as it addresses today's challenges. In Georgia, sociology is at a cross-roads for students, faculty and the future of the discipline.

Tales from the Dark Side: Bringing The Current Realities of Academic Positions and “Attackers” into the Daylight

Pamela Pitman Brown, Albany State University

Colleen R. Bennett, Albany State University

Tiffany A. Parsons, University of West Georgia

Man lives in the sunlit world of what he believes to be reality.
But... there is, unseen by most, an underworld, a place that is just as real,
but not as brightly lit... a DARKSIDE.

No one tells you there is an underworld you have never experienced, the darkside of academics. In today's world teachers and professors are under constant barrage from everyone: Students, Administration, other Faculty, Parents, Legislators, The Press, and the Citizenry. We acknowledge that 2022 is vastly different from 2013 and that it is time to update our arsenal of coping with the attacks from the “Darkside.” We will introduce you to four types of "attackers": Ghosts, Zombies, Vampires, and Shapeshifters. We will also introduce you to ways to redirect the four attackers using means available to you at the university and in your own repertoire of knowledge, shifting your energies back to your passion: teaching. Lastly, we will discuss how to balance the ongoing sensory onslaught from the four "attackers," diverting from overload into classrooms of excellence, powerful research, and meaningful lives outside of work.

The Politics and Pedagogy of Discomfort: Emotions and the Limits of Tolerance

Leonard Steverson, Flagler College

There has been a movement in recent years in primary and secondary education to promote an exclusionary pedagogy, one which ignores or trivializes controversial subject matter, including the portrayal of historical racial and ethnic atrocities and discriminatory practices. Connected to this movement is a campaign to challenge and ban books in educational curricula, as well as libraries. This reactionary activity, promoted by grassroots organizations and often led by parents, is supported by certain politicians with a reported motivation to appease citizens in racial, ethnic, and sexual majorities with a promise of alleviating “discomfort”. The movement also seeks to avoid what is considered the indoctrination of students into a more threatening, “woke” worldview. This approach uses a culture war ideology and re-energizes dialogues over the use of emotions in education; notably, it reignites debates over whether these measures protect student's emotional wellbeing or thwarts critical thinking. It is argued here that the attempts to alter depictions of past and present race relations, ostensibly for improving student mental health, do not alleviate discomfort but stifle critical thought. Regarding the potential harms from a perceived focus on indoctrination by educators, it is the contention of this paper that the reverse is true—that an “indoctrination by omission” serves to inadequately prepare our students for a reality-based world,

confuses them through distortions and inaccuracies, and promotes an obliviousness to problems affecting all humanity.

The Administrative Challenge: Protecting Academic Freedom with Funding at Risk

Kevin Demmitt, Clayton State University

Restrictions on academic content pass through numerous levels on their way to the faculty. In responding to such policies or requests for information, those in administrative positions need to protect academic freedom while not endangering the funding that is necessary to support faculty and academic programs. Although state funding per student has declined over the years, most USG institutions receive over a third of their funding from State appropriations. Political concerns also have an impact on the tuition and fees that institutions can charge, which determine most of the revenue generated by USG institutions. As a former provost, in this presentation I will discuss some of the factors that go into shaping institutional responses to policies that can be detrimental to academic freedom, and what faculty can do to help work through these challenges.

Friday 10:30 – 11:45 am

SESSION 6

BAYBERRY 1&2

Hans Mauksch Teaching Workshop II

High Impact Practices (HIPS) for Enhancing Student Engagement, Student Success, and Student Retention

Moderator: Jewrell Rivers, Abraham Baldwin Agricultural College

Students from colleges and universities across the USG will share their experiences with High Impact Practices (HIPS). Students will specifically discuss how High Impact Practices (HIPS) such as study abroad, service-learning, mentored research, practicums/internships, and online/hybrid teaching enhance engagement and increase student success. Students will share success stories and anecdotal evidence regarding the significant effect of High Impact Practices (HIPS) on student retention and academic growth. Learning outcomes for participants will include the following:

- (1) Participants will learn how High Impact Practices enhance student engagement
- (2) Participants will learn how High Impact Practices increase student success
- (3) Participants will learn how High Impact Practices foster student retention

Panelists:

Tabish Ghani, Gordon State College
Christina McKissick, Gordon State College
Susan Hoffman, Gordon State College
Adriana Liendo, Georgia State University
Laoni Conan, Georgia State University
Zebony Davis, Abraham Baldwin Agricultural College
Loisann Friedman, Abraham Baldwin Agricultural College

Theme- Medical Sociology**Moderator: Brandon K. Attell, Georgia State University*****Why do people drink?***

Emani Sawyer, Valdosta State University

Ellis Logan, Valdosta State University

I have taken a psycho-social perspective to the question of “ Why do people drink?” to highlight the preliminary sociological and psychological aspects that take place before people start to misuse alcohol in the way that is commonly known and eventually become alcohol dependent. My hypothesis indicates that social/gender roles, the effect of the media, socioeconomic status, and the altered perception of reality not only play a causal role in why people drink, but that these results also could lead to a more effective way of preventing the misuse of alcohol as well as finding a more effective approach to fighting alcoholism. Having received the I.R.B’s approval, I was able to send out my survey to all of V.S.U Students and Staff to collect data. Thirty-seven percent of the sample indicate that they feel that alcohol makes it easier to communicate. Yet, forty percent of the sample indicate that they do not drink alcohol to appear more extraverted. Twenty-nine percent of the sample indicate that drinking alcohol makes them feel happier, yet alcohol in itself is a depressant. This suggests that while people may not be misusing alcohol intentionally, they are also noticing the advantages of alcohol other than the euphoric effects that simply lead to a good time. The question to answer would be: Did the alcoholics we know now start off as people who simply noticed these advantages and put use to them? In summation, this research could help significantly reduce the number of hospital visits, chronic health issues, and alcohol-induced deaths resulting from alcoholism as well as exploring prevention platforms against alcohol dependency.

A Life History of Alcoholism and Recovery

Jamie MacLennan, Georgia Southwestern State University

The consumption of alcohol is associated with numerous problems at both the individual and social level. With almost 100,000 people dying from alcohol-related causes every year in the U.S., it is the third leading cause of preventable death. Unfortunately, there has been a substantial increase in alcohol consumption since the pandemic. As such, it has become even more important to understand the process by which individuals become susceptible to alcohol use disorder (AUD), as well as the process by which they are able to successfully recover from AUD.

The following research consists of a life history of a recovering alcoholic with over 30 years of active membership in Alcoholics Anonymous (AA). His experiences represent a useful opportunity to scrutinize the various psychological and sociological theories of addiction and recovery, specifically, psychodynamic theory, social learning theory, and symbolic interactionism. Results indicate that early childhood experiences, combined with a milieu tolerant of alcohol abuse, facilitated the emergence of AUD in this particular individual. The process of recovery began with a precipitating event and was supported by an avoidance of cues for drinking, as well as strong social support through AA.

Anti-Vaxxers or Social Factors?

James Lane, Valdosta State University

Over the course of the COVID-19 pandemic, the topic of vaccination has become very prominent and increasingly polarized. Using the health belief model as a theoretical framework to determine what impacts vaccination rates for influenza and COVID-19, I created a county-level dataset for all 159 Georgia counties, including the percentage of the county voting for Trump in the 2020 presidential election, racial demographics, and economic and health factors. Statistical analysis resulted in several key findings, including relationships between bachelor’s degree rates and both vaccines, and a much stronger negative relationship between poverty and flu vaccination rates than poverty and COVID vaccination rates. Rural counties also had a 6.6% higher COVID

vaccination rate than urban counties. However, when controlling for other variables, the strongest predictor of COVID-19 vaccination rates was politics, with each 10% increase in a county's voting percentage for Trump correlating to a 6.3% decrease in vaccination rates.

Mental Illness and Emotional Distress as a Scapegoat? How the Focus On Individual Mental Health Distracts from Structural Issues

Anne Price, Valdosta State University

Shelly Yankovskyy, Valdosta State University

Mental health is a current hot topic among academics and policymakers, especially relating to the Covid-19 pandemic. In addition to the lack of mental health resources in both urban and rural areas, scholars have established increases in anxiety and depression, as well as suicide, opioid overdose, as well as rising rates of youth mental depression, and other mental health issues. Rightfully, the rise in mental health issues is concerning, and new programs and policies have been put in place to address and support mental health at various institutional levels, such as the Georgia Mental Health Parity Act which took effect in July 2022. However, the focus on mental health and well-being can also be a distraction from systemic issues that strain mental health, making a societal problem into a personal one. While we agree that mental health issues are a major societal concern and need to be addressed, we also recognize that the emotional and mental distress that people are experiencing are often very normal responses to real social problems. In this interdisciplinary study, we examine mental health challenges and responses at multiple institutional levels. We are especially focusing on the region of South Georgia, and include perspectives from law enforcement, mental health providers, university administrators, faculty and students.

SESSION 8

SOURWOOD 2&3

Theme- Gender, Sexuality, and Institutions

Moderator: Tom Hochschild, Valdosta State University

How Does Society Socialize Gender Identity, Gender Expression, and Sexual Orientation Through Social Institutions?

Nashie Wesley, Valdosta State University

The term "Sexual Orientation" refers to a person in relation to the gender or genders to which they are sexually attracted. The term "Gender Identity" refers to an individual's personal sense of having a particular gender. The term "Gender Expression" refers to the way a person expresses their gender identity, typically through their appearance, dress, and behavior. These terms are used as dictation between the diverse spectrum of gender. Social Institutions are systems for organizing standardized patterns of social behaviors; they are social arrangements that are stable and predictable, and they are created and maintained to serve the needs of society. This study Investigates how social institutions socialize and reinforce the constraints of gender and one's performance. Participants in the study were between the ages of 18 and 22 in a public University in South Georgia. This study uses mixed methods to investigate gender expression; specifically, the study used a participant observation to collect qualitative data and refine and frame the quantity analysis in a survey. The study employs sociological concepts such as idioculture, anomie, some theoretical insights from Emile Durkheim using Kimberle Crenshaw's intersectional framework. In terms of institutional influences, the project focuses on three main social institutions: family, religion, and education. These three main institutions are at the core of both societal functioning and our individual lives which create overlapping structural and individual influences which serve to restrain and reinforce the dominant gender hegemony. Initial results from the observational portion of the study indicate that the hegemonic societal gaze may create situations where individuals feel unsafe within certain institutions, in terms of expressing their gender freely or in establishing or negotiating the

Masculinity in the Country Music Genre

Tom Hochschild, Valdosta State University
Lorna Alvarez-Rivera, Valdosta State University

The country music genre is often associated simple family-centered living, Christian values, patriotism, and an independent spirit. Millions of fans endorse these values when purchasing country music, concert tickets, memorabilia, and products advertised on country music radio. A lot of country music lyrics and imagery, however, promote toxic masculinity, including the celebration of alcohol abuse and the sexual objectification of women. For this research, the authors are examining the top 20 country music songs from 1944-2020 to ascertain the prevalence of alcohol and other drug references in music lyrics. Our preliminary findings indicate that while references to tobacco and other drugs have waned over the course of country music history, references to alcohol have increased significantly in the past 20 years. The authors utilize a feminist theoretical lens to understand how alcohol has come to be associated with country music masculinity, and how alcohol corporations have promoted this association in order to increase financial profits.

Diversity and Inclusion: Intersectionality in the Workplace

Esther Darko, Valdosta State University

The term Intersectionality was coined in 1989 by Kimberlé Crenshaw, a professor at Columbia Law School and the University of California Los Angeles. This theory discusses how race, class, gender, ethnicity and other individual characteristics “intersect” or overlap each other causing a complex system of oppression. Often times, the pitfalls of intersectionality are seen in places of employment, when employees who belong to two or more underrepresented groups face discrimination and lack of opportunity. Companies that disregard intersectionality when creating their diversity and inclusion policies risk excluding a portion of their employees from their efforts. This in turn could negatively impact the operations of the company if it continues to be ignored. This research paper aims to demonstrate the importance of understanding the effects of intersectionality in order to promote diversity and inclusion within organizations and institutions. It also describes how failure to acknowledge complex oppression system could lead to discrimination in the workplace and stifle individuals from reaching their full potential. The goal of this paper is to review intersectionality theory, and assess how it relates to inequities in unemployment and wages, professional development, harassment and overall job satisfaction.

Friday 12:00 – 1:30 pm

BUSINESS LUNCH & AWARDS CEREMONY

LOBLOLLY AB

Friday 1:30 – 2:30 pm

SOCIOLOGIST OF THE YEAR PLENARY ADDRESS

Ned Rinalducci, Georgia Southern University

Adventures in Public Sociology: Politics, Media, Activism, and Expertise

LOBLOLLY AB

It is said that Public Sociology is a style of sociology, as opposed to a method or theory. While there is some debate about what that means, there is agreement on the purpose of public sociology -

reaching non-academic audiences. As Michael Burawoy advocated, sociology must define, promote, and inform public debate and to do that, it must transcend the academy. I have spent the better part of my career informing various publics through my sociological expertise. I have always felt that it is my mission as a sociologist to use my knowledge, skills, and expertise towards the goal of increasing community and civic engagement, and to strengthen the communities I am part of, be they academic or civic. Whether I am working with organizations and government entities, organizing and coordinating political candidate forums, or serving as a media expert, the goal is to increase civic engagement and increase issue knowledge and understanding. This has defined my career as a public sociologist. Universities get so wrapped up in *how much* professors are publishing that we forget the value of *applying* our knowledge and expertise to improve our communities. I have made public sociology a priority in my career - not an afterthought – and this address to the Georgia Sociological Association will explore the various ways I have done that over the past 25 years.

Friday 2:45 – 4:00 pm

SESSION 9

BAYBERRY 1&2

Applied and Clinical Sociology Workshop: Attacks on Sociology and Higher Education

Moderator: Christy Flatt, Gordon State College

Higher education has long been under assault from critics who dislike its “elite” research agendas and professors. Sociology and its sister disciplines in the humanities often take the brunt of that attack, especially in recent years. This presentation will look at the rhetoric of new, powerful groups who attack your work as scholars and by extension poison public debate about the issues and problems that professors try to address. Second, Georgia has not been immune from these national trends, but we have fared slightly better than other states when sociology and other scholarly pursuits find themselves targeted in the new culture war. This presentation will look at why that might be, the possibility of when and how that might change, and what faculty can do when they are targeted. Finally, screaming “academic freedom” isn’t the only move we have. Professors have that privilege, but they also have other tools to not merely defend but go on offense. This presentation will look at the role media, faculty organizations, and pedagogy have in revising the public’s understanding of sociology and higher education.

Panelist:

Matthew Boedy, University of North Georgia

SESSION 10

BAYBERRY 3&4

Theme – *Education*

Moderator: Bailey Brown, Spelman College

(Mis)representing Africa in Atlanta Social Studies Middle School Curricula

Bailey Brown, Spelman College

Amber R. Reed, Spelman College

American social studies classrooms play a critical role in how students learn about countries outside of the United States, and yet, studies point to highly divergent ideological approaches to global education. Current research on curriculum assessments pertaining to race and ethnicity traditionally center on how American slavery is taught in U.S. classrooms; furthermore, these studies overlook the content of textbooks used in curriculum. There exists a dearth of scholarship on when and how the African continent is taught outside of a U.S. context. Our study evaluates

textbooks used in Atlanta-area counties, using a content analysis approach to better understand how the African continent is represented in the middle school social studies curriculum. Preliminary findings suggest that the textbooks offer a U.S.-based and Eurocentric model for teaching about the continent of Africa. The textbooks employ a deficit framework and emphasize the role of NGOs from American and European countries. Rather than a nuanced representation of African cultural practices and traditions, the material tends to exoticize difference and essentialize Africans as monolithic and undeveloped. There is an overwhelming attention on topography, geography and flora and fauna, often at the exclusion of contemporary people and urban environments. Lastly, the textbooks address political turmoil and government instability with little focus on the role of the Atlantic Slave Trade and European partitioning. These findings suggest that students are potentially receiving a highly biased and Western-based representation of Africa, which we contend is detrimental to student learning, especially in an area with a growing African immigrant population. During racially charged and politically polarized times and an era in which academic freedom is under threat, how the African continent is taught in U.S. middle schools is of critical importance.

The Removal of Slavery and Segregation from Classroom Curriculum

Jaborah McEady, Valdosta State University

In 2021, Texas lawmakers created a bill prohibiting teachers from teaching and mentioning slavery as part of their curriculum in the classroom. Following the first state to pass the law, Idaho; Tennessee, Louisiana, and New Hampshire have also introduced bills threatening school funding if the acts of slavery and segregation continued to be part of their curriculum. The unforeseen circumstances caused by a change in curriculum will eventually cause clouded judgement when it comes to the modern-day explanation of history. I believe that removing slavery and segregation from the curriculum will create a new narrative that will deflect the tension when it comes to the discussion of circumstantial freedom and the distribution of wealth and resources. I will use the ideas of theory and works from authors such as Immanuel Kant, WEB DuBois, and Adam Smith to help support my thesis from a theoretical standpoint. I will also conduct independent studies to reveal the new history curriculum as a manipulation tactic to further oppress minorities and shine light on how lawmakers are using curriculum as the blueprint to completely remove slavery and segregation from history. I will compose research which will include laws, regulations on the local, state, and federal levels, geographic, and demographic regulations, intersectionality, and the effects of framing history.

Issues in the Educational Institutions

Kayla Williams, University of North Georgia

Education has been a part of the Western society for many decades, but are there issues involved in it? To answer this question, yes there are issues, no matter how much time it has been around, nothing is perfect. In this presentation, we will be focusing on the issues involving educational institutions, and why our society needs to focus on changing these issues for the better. There have been countless studies done that have a great amount of evidence on the issues in educational institutions. Studies regarding the rights of the students, social issues, and political issues have been done in many sociological research. In the southern United States, having these issues are very common. As a presenter to this topic, there will be showing the research and data added together, so we can see the issues in the educational institution. Additional studies that were involved in the presentation are the solutions that would impact massive change in this sociological institution. All together, we can see an impact that is involved in this institution and how important it is to present these issues, so there can be a change.

Theme – Social Class, Work, and Theory**Moderator: Roscoe Scarborough, College of Coastal Georgia*****The Social Upper Class Blinks: On Becoming a Social Registerite***

David Broad, University of North Georgia

The Social Register has been cited by sociological researchers for almost 100 years as a significant indicator of social upper class standing. For its entire existence, the Social Register Association has guarded entry into the Social Register by requiring that new listees be nominated by current listees, and that they evidence upper class standing by attendance at the “right schools,” and membership in discretely upper class clubs. The current paper documents what appears to be a change in the process that the Social Register Association applies for selection of listees, and the current researcher hypothesizes that some form of algorithm has operated to select an otherwise unqualified person, namely the present researcher, for listing.

Social Class and Access to Healthcare for Autistic Children

Meaghan McIntyre, University of West Georgia

Previous research shows that the higher one’s social class status the more access they have to both necessities and the good things in life. Currently, there has been a focus on access to healthcare for those with lower income. Building upon the previous and current literature, this study investigates how parent’s social capital, cultural capital, occupation, and education impact access to health care for their neurodivergent children. I am interviewing parents of neurodivergent children about their experiences of accessing and navigating healthcare on their child’s behalf.

The Professional Self in Firefighting: Professionalism in the Fire Service

Roscoe Scarborough, College of Coastal Georgia

This research examines professionalism in the American fire service. Drawing on three years of participant observation fieldwork and thirty semistructured interviews with firefighters in one Southern, volunteer fire department, I examine conflicting logics of professionalism among firefighters. I find that several standards of professionalism are used in the American fire service, including: (1) paid employment in the fire service, (2) level of certification, formal credentials, or training record, and (3) knowledge, experience, and embodied competencies or skill. Every firefighter develops and maintains a “professional self” that uses one or more of these logics of professionalism as a foundation. Firefighters activate these contested logics of professionalism as bases of solidarity and inequality around the firehouse and in the fire service in general.

Examining Generational Relationships in the Workplace

Selena Jones, Kennesaw State University

This paper will examine the phenomena of intragenerational solidarity and how it effects intergenerational relationships in the workplace from the perspective of life course theory, social identity theory, and social comparison theory.

Conflict in the Workplace: What Effect Does it Have?

Jenna Ratteree, Kennesaw State University

This essay will use a sociological approach to analyze conflict in the workplace as well as its effects and contributing factors and causes of conflict.

Friday 4:15 – 5:30 pm

SESSION 12

BAYBERRY 1&2

Panel: Teaching Assistantships: Creating Engaging and Useful Mentoring Experiences

Moderator: Daniel Farr, Kennesaw State University

Teaching assistant-ships are a valuable experience for undergraduate students, offering particularly insight into the experience of faculty, the life of academics, and the opportunity to more intimately ponder potential career paths and graduate studies. This panel will speak to both sides of this experience--faculty and student: two faculty who mentoring undergrad TA's and two undergraduate TA's. We will explore the diverse approaches to working with TA's, the types of work these students do, as well as the opportunities for engagement, pedagogical growth, and building experience on a student's undergrad resume. While all students may benefit from the experience of being a TA, this is particularly a valuable experience for those actively considering graduate studies.

Panelists:

Joel Crombez, Kennesaw State University
Chasidy Harris, Kennesaw State University
Hannah Milton, Kennesaw State University

SESSION 13

BAYBERRY 3&4

Theme- Social Justice

Moderator: Denise Woodall, University of North Georgia

Prison Work and Prison Ministry: The Effects on Mental Health and Behavior of Inmates

Callie Pendleton, University of North Georgia

In this paper, the definitions of prison work and prison ministry and how they are being implemented into the penal system are explored; the short- and long-term effects of such programs on prisoners are also investigated. By examining several articles on previously conducted experiments regarding the effects of prison labor jobs and prison ministry supplication on inmate mental health, the topic of faith-based sectors as effective methodologies towards an increase in mental health for inmates is instigated though the exploration of several factors. In addition, the pulled research looks at how the loss of freedom effects perspectives prisoners hold on the concept of freedom as a whole and how prison work boosts mentality and individuality. The results conclude that the attitudes and outlook on life are more positive for inmates after the inclusion of ministers and faith-based sectors in jails and prisons; in addition, alternatives for inmates struggling with reentry into society following incarceration is included as other potential benefits for prisoners.

Faith-Based Organizations (FBOs) and Restorative Justice Practice

Shani Wilfred, Valdosta State University
Jewrell Rivers, Abraham Baldwin Agricultural College
L'Tyra Williams, Valdosta State University

The purpose of the research study is to take a deeper look into how faith-based organizations implement restorative justice into their practices. This is a mixed methods study incorporating

both quantitative and qualitative methodology. This is an exploratory study in which the researchers will present preliminary results from two phases of data collection and analysis. For Phase One, faith-based organizations were selected from the IRS Exempt Organizations Business Master File Extract (EO BMF) as the identified sampling frame. Faith-based organizations were surveyed regarding their perceptions about the relevance of restorative justice in their practice. Statistical analysis was conducted for Phase One. For Phase Two, participants in the focus groups were selected from survey participants who agreed to be contacted for follow-up and a convenience sample of individuals from faith-based organizations known by the researcher. Focus groups explored the perceptions held by faith-based organizations regarding restorative justice. Focus group responses were transcribed and a thematic data analysis was conducted.

Higher Education in the Trajectories of Carceral Citizens and How to Be an Ally

Denise Ruth Woodall, University of North Georgia

Higher education is an important turning point for self change in the trajectories of criminal “in” justice system impacted people. The directly impacted and their allies have been constructing transformative pathways within which higher education is often a keystone. Drawing from qualitative interviews with 32 carceral citizen activists, education was found to be a critical point in their struggle for self-determination. Small colleges can play an important role in facilitating their access to, and success in, higher education. Actions needed and available resources for formerly incarcerated students in Georgia colleges will be discussed.

Society and Criminality: A Sociological Approach

Sarah El-masri, Kennesaw State University

This paper will analyze the issues behind environmental/social factors, and their predispositions to criminality from the perspective of three sociological theories: strain theory, conflict theory, and the social learning theory.

SESSION 14

SOURWOOD 2&3

Theme- Sociological Variety Show

Moderator: Linda Treiber, Kennesaw State University

Homeless Shelters: Effective or Not?

Karen Rogers, University of West Georgia

How helpful is a homeless shelter for the homeless? The shelter in this study is not an open access emergency shelter as we often see in urban centers and media but a suburban, residential program for homeless women. I interviewed 13 homeless women who are currently in or have previously been in the same suburban homeless shelter about their lived experiences in the shelter and their journey out of it to discover if homeless shelters are helpful or a hinderance. The participants are mothers with children, some are on probation, some are navigating a mental illness, and these categories are not mutually exclusive. The participants shared their thoughts on the shelter as a whole as well as their efforts to transition out and into permanent housing. They highlighted programs, policies, and resources they found beneficial as well as changes they would make. Overall, my findings indicate that this residential shelter is helpful for homeless women and provides supports that equips them to successfully transition from homelessness to housed.

Depictions of Bullying in the Literature for Preschool Aged Children

Tayah Devlin, Georgia Southern University

In this research project, I studied the depictions of bullying and the central themes within children’s books for preschool aged children. My main research goal was to use the words and the illustrations in the children's books to understand how the author described the bully, how the author shows that bullying makes the victim feel, and what the author believes is the solution to bullying. I collected my data by picking 10 preschool books about bullying from the Bulloch County

Library. My findings show that the authors used children's literature to show that bullies use their words the most to hurt the victim, bullying has a negative effect on the victim and that telling an adult, standing up to the bully or making friends with the bully are all 3 the best methods to handle bullying.

Lies, Damn Lies, and Grad School in the McWorld: An Autoethnography

Thomas J. Hodges, Kennesaw State University

What does it mean for Ph.D. students to develop a comparative advantage? This manuscript considers this question in light of my own life, using an autoethnographic approach that draws on social theory. It takes up arguments that the world economy at the “End of History” has become increasingly alienating as it shifts to postmodern production. Regimes of signaling comparative advantage, such as resumés and LinkedIn profiles, prod people into alienating themselves from their life experiences. The following section interrupts this otherwise western narrative by discussing the production of ethno-class humans. Here, the self-deceit of alienation intertwines with discourses and psychologies of racial and class privilege, implicating regimes that signal comparative advantage in the creation of ethno-class privilege. I conclude by turning this perspective toward scholarship, asking what it means for nascent academics to find their passion and comparative advantage amid postmodern ethno-class capitalism, and what this implies for knowledge production.

Friday 5:30 – 7:30 pm

STUDENT MIXER

LOBLOLLY AB

Saturday 8:30 – 9:45 am

CONFERENCE REGISTRATION (UNTIL 10:30)

LOBLOLLY HALLWAY

SESSION 15

BAYBERRY 1&2

Panel: Interacting with Students in the Era of Radicalized Polarizing Political Discourse

Moderator: Wendell Johnson, Kennesaw State University

The free encyclopedia Wikipedia states “the classroom provides a space where learning can take place uninterrupted by outside distractions.” Outside distractions may include traditional examples from work, financial hardship, relationships, family, and other aspects of daily life where role conflict may occur. College students have traditionally experienced outside distractions that did not interrupt learning in the classroom. The era of radicalized polarizing political discourse is an outside distraction that impacts learning in the classroom and shapes interactions between students and instructors, and between students and their peers. This discussion argues that in the era of polarizing political discourse students have developed suspicion of the purpose of a classroom and are less likely to freely discuss views and opinions. This is an obstacle to active learning, making it difficult for students to engage in in-depth rather than surface learning. In many classrooms the norm is for students to passively listen to lectures, rather than engage in class discussions. Fearing offending someone, more students feel “pressured” or “stressed” when required participate in discussions. This even extends to online discussion participation. Some of this behavior is learned during high school experiences, where class discussion on “sensitive” or “touchy” topics are discouraged. The sensitive and touchy topics students want to avoid are those

radicalized through polarizing political discourse. This discussion will examine ways to increase active learning in the classroom, allowing for students to learn, respect, understand and appreciate diverse views. Lectures are important, but there is so much students can learn from each other.

SESSION 16

BAYBERRY 3&4

Roundtable – Unrestricting the Canon: Undergraduate Inquiries and Insights

Moderators:

Taura Taylor, Morehouse College

Nia Reed, Morehouse College

A roundtable discussion featuring undergraduate students' writing projects and works-in-progress.

Roundtable Participants:

Kawika Smith, Morehouse College

Malachi Walker, Morehouse College

Lazaro Quintanilla, Morehouse College

Phillip Johnson, Morehouse College

Leron Thomas, Morehouse College

Isaiah Wilson, Morehouse College

SESSION 17

SOURWOOD 2&3

Workshop: *Interdisciplinary Research: Best Practices to Keep Sociology Relevant*

Moderator: Allen Hyde, Georgia Institute of Technology

Interdisciplinary and transdisciplinary research is often being pushed by our colleges/universities, as well as major research foundations, which is important because our daily lives are truly interdisciplinary. As a result of this push, there is a tendency for sociology to get "added on" at the end of many types of interdisciplinary projects, often ran by engineers and/or natural sciences, that are already mostly developed and see sociology as strictly adding "broader impacts" or simply as add on for grant reviewers to make it seem interdisciplinary. Many of us may join these research brainstorming meetings and ask ourselves, "What am I doing here?" This panel will discuss some of the pitfalls of this type of work and some best practices for keeping sociology central, or at least relevant, in these types of projects, focusing on specific research projects by panel members.

Workshop Participants:

Darina Lepadatu, Kennesaw State University

Linda Treiber, Kennesaw State University

Saturday 10:00 – 11:15 am

SESSION 18

BAYBERRY 1&2

Author Meets Critics Session: *Bodies Out of Place: Theorizing Anti-Blackness in U.S. Society*

Author: Barbara Harris Combs, Kennesaw State University

Critics:

Karida L. Brown, Emory University

Devon Goss, Oxford College Emory University

Taura Taylor, Morehouse College
Celeste Lee, Spelman College

This Author Meets Critics conversation focuses on Barbara Harris Combs' recently published book, *Bodies Out of Place: Theorizing Anti-Blackness in U.S. Society* (University of Georgia Press, 2022).

SESSION 19

BAYBERRY 3&4

Theme – Sport and Housing

Moderator: Shani Whilfred, Valdosta State University

Advantages and Disadvantages That Sport Roles Play for Individuals with Special Needs

Ansley Pasquale, University of North Georgia

Effects of Sports on Children with Intellectual Disabilities

Brianna Blackwell, University of North Georgia

Hammerin' Hank Hints #715: The Intersection of Sports and Racism

Teresa Gay, University of North Georgia

The life of Henry “Hank” Aaron exemplifies what being a successful Black athlete in America means, both in terms of challenges and opportunities for influence. Coming from a life of extreme poverty, and little education, he used his considerable physical abilities to try to show the world that he was a worthy player to surpass the sacred record of Babe Ruth, and to receive the respect afforded to successful white players. He faced immense racism, including death threats, and worked at every opportunity to shine a light on it to the fans of baseball as well as the rest of America.

The “Sustainable” Tiny House Universe: Myth or Reality?

Tony Zschau, University of North Georgia
Severin Mangold, OLTC-Fort Collins

Tiny house advocates, journalists, and tiny house (TH) scholars frequently argue that issues of “sustainability” and/or the “environment” are at the core of the tiny house phenomenon in the United States and around the world (Kilman 2016; Mutter 2013; Anson 2014). Environmental considerations are said to be woven into everything from basic design practices, personal reasons to adopt the TH lifestyle, to the philosophical narratives that inform the broader movement ethos. But how much of this public image actually lives up to closer scrutiny? Drawing on a qualitative meta-analysis of 36 scholarly sources, this research maps out sustainability across four different domains. We aim to show that (1) what we don’t know far outweighs what we do know, (2) much of the current “understanding” is based on theoretical arguments rather than primary/secondary data, and (3) empirical findings on sustainability – where they do exist – are often overstated within the tiny house literature. Implications for the research community and TH stakeholders will also be discussed.

SESSION 20

SOURWOOD 2&3

Theme- Family, Children, and Birthing

Moderator: Ellis Logan, Valdosta State University

Pro-Life or Pro-Birth?

Monica Williams, Valdosta State University
Anne Price, Valdosta State University

Pro-life is a term we associate with individuals who oppose abortions. To be truly pro-life, shouldn't they be consistent in their beliefs across every stage of life? Proponents of this theory call this the Consistent Life Ethic. They believe that because all lives should be protected, any threat to life is objectionable. Capital punishment and euthanasia should be opposed. I argue that those who are "pro-life" should support gun control and social welfare, since these measures seek to protect life. Is there a correlation between those who oppose abortion and those who oppose social welfare programs, support capital punishment, and oppose stricter gun laws? Individuals who may be denied access to an abortion may require government assistance. If those who oppose legal abortions also oppose social welfare programs that would provide these necessities, then what kind of life do they think these children will have? Children who grow up in poverty are less likely to succeed and are more likely to end up in foster care. Individuals who oppose abortion should support social welfare programs to ensure better opportunities for families.

The Negative Impact Non-Residential Fathers Have on Young Children

Tocorra Mackens, Valdosta State University

This proposed study was designed to explore and analyze the behavior of young male and female children with non-residential fathers. Also, to determine whether young girls are equally negatively impacted as young boys. High rates of incarceration among young males and a high teen pregnancy rate among young females motivated research on the affects non-residential fathers have on young children. Research reveals that there is an increasing number of young boys with non-residential fathers that demonstrate aggressive behavior and attention problems. Incarceration is one of the main reasons some children have non-residential fathers. The age group for this research proposal is between the ages of 7-10 years. Only a small amount of research has been done for pre-adolescence children. Studies show that young girls with non-residential fathers become pregnant at a young age and some even drop out of school. Young boys usually get incarcerated at an early age because they lack the guidance from a father figure. Young girls whose fathers are around usually do well in school, particularly in mathematics.

"Childfree" Movement: How Individuals Negotiate Identities on Reddit

Elizabeth Rivera, Valdosta State University

Ellis Logan, Valdosta State University

Anne Price, Valdosta State University

This research project focuses on how individuals navigate their choice of not procreating thus placing them as a member of the "Childfree Movement." Individuals in this movement showcase a high degree of agency despite social and cultural pressure to procreate. Content analysis was performed on user-generated Reddit posts under the "Childfree" subreddit in March 2021 and March 2022. These posts are coded thematically based on the primary rationale for choosing to remain childfree. This research hopes to explore some of the key socio-culture factors that frame childfree advocates' decisions and the individual narratives negotiated in an online community. Comparisons will be drawn between the two months of data, highlighting any ways the conversation has changed in a year's time.

Teen Pregnancy: Social Impacts and Solutions

Raneshia Hudson, Valdosta State University

Ellis Logan, Valdosta State University

This research focuses on measure to prevent teen pregnancy. Going through a teen pregnancy is typically not going to be easy. Teenage pregnancy is linked to early experimentation with sex, typically around the age of 14-18, which may lead potential pregnancy. However, in 2016 young ladies as young as age 10 have also increasingly been engaging in early sex, result in pregnancy. Teens should be more aware and educated about the harsh reality that comes with raising a child during high school and college years.

In 2020, the teen birth statistics show that 1,000 births occur every hour for females between the ages 14-19, globally. This is down eight percent from 2019. In 2020, roughly 13% of young women who have their first baby between the ages of 15 and 19 years old have an increased likelihood of having more children later in life. Additionally, 78% of these teen births occurred outside of marriage, globally. Even though young women are having children early, the teen birth rate in the United States remains higher than in other countries.

Further, I will explore how teen pregnancy could have a negative impact on both the mother and the child, especially when it is an unplanned pregnancy. To help control and prevent teen pregnancy we can create policy initiatives to modernize and strengthen sex education in public schools. Another strategy for reducing teen pregnancy is for parents to speak with their children early about sex. Parents should employ honest realistic dialogue about sex, set standards, and address difficult questions positively. However, I would consider having a baby education class for high school girls for one month to get the full experience of what it would feel like to be a mother. If we educate young girls early about pregnancy, we will see major progress.

Saturday 11:30 am – 12:45 pm

SESSION 21

BAYBERRY 1&2

Panel Discussion

Sociology of Student Success

Moderator: Darina Lepadatu, Kennesaw State University

Panelists:

Devon Goss, Oxford College Emory University
Sara Mason, University of North Georgia
Pamela Pitman Brown, Albany State University
Anne Price, Valdosta State University

With the strong focus on student success in the University System of Georgia, this panel attempts to address the following issues: a. sociological factors that contribute to student success in undergraduate Sociology programs. b. major barriers to success in Sociology programs. c. strategies that various Sociology programs use to enhance student success.

SESSION 22

BAYBERRY 3&4

Theme- Race, Inequality, and Censorship

Moderator: Celeste Lee, Spelman College

Bodies Out of Place: Theorizing Anti-Blackness in US Society

Barbara Harris Combs, Kennesaw State University

In this presentation I will outline some of the key insights from my recent book of the same title. *Bodies out of Place* asserts that anti-Black racism is not better than it used to be; it is just performed in more-nuanced ways. I argue that racism is dynamic, so new theories are needed to help expose it. To do so, I interrogate several recent racialized events—the Central Park birding incident, the killing of Ahmaud Arbery, sleeping while Black occurrences, and others—to demonstrate how the underlying belief that undergirds each encounter is a false presumption that Black bodies in certain contexts are out place.

“That’s Just the Way It Is”: The Impact of Happenstance Ideals on Black Youth’s Understandings of Racial Inequality and the Rise of Anti-Critical Race Theory Movements

Celeste Lee, Spelman College

Using interview data from 61 Black college students and content analysis methods, I draw upon Bonilla-Silva’s seminal four colorblind frames as an analytic paradigm for assessing the ideological frames that help shape Black millennials’ explanations of racial inequality. Findings suggest that Black youth’s racial views are, to an extent, influenced by colorblind ideology. Furthermore, I theorize that Black youth’s understanding of contemporary racial dynamics are influenced by a fifth colorblind frame – described as “happenstance”. The happenstance frame refers to racial understandings that suggest racial inequities are by chance or happen arbitrarily. Explanations that draw upon the happenstance framework are devoid of any connection to history; accordingly, racial dynamics are rationalized as something that exists today without any understanding or acknowledgement of the historical processes that may have created present-day conditions. This presentation discusses the impact of colorblind ideology on Black youth through the lens of the happenstance framework. This presentation also explores what the rise of anti-critical race theory means for the continued impact of happenstance frameworks on Black youth’s understanding of racial inequality. Anti-critical race theory movements essentially argue for eliminating discussions of systemic racism from educational spaces. In the light of the growing momentum of anti-critical race movements, this presentation grapples with what the implications are for Black youth’s understanding of contemporary racial dynamics.

Analyzing Costs and Causes of Censorship

Kvonne Oliver, Valdosta State University

My research seeks to compare positive and negative effects of censorship and the way it affects educational processes, political discourse, and our social lives. Censorship involves the suppression of communication that is regulated by the government or other entities such as social media, private enterprise, educational institutions, and other social institutions based on content that may be considered harmful, offensive, or various forms of misinformation. Researchers and scholars have been censored throughout history by religious, political, military, and corporate powers. I will examine various reasonings and motivations for censorship, the validity and/or justification for these actions, and how it affects societal functioning as a whole. The project will utilize theoretical frameworks borrowed from Adam Smith’s Theory of Moral Sentiments, Alexis de Tocqueville’s Tyranny of the Majority, and Karl Marx’s Cultural Hegemony to investigate the causes, consequences, and the disproportionate effects of censorship. This study will incorporate a mixed methods approach using both quantitative data via a questionnaire and qualitative data from open ended interviews. The data will be collected from students at a regional comprehensive public university in the southeast, and from various members of the local community to compare and contrast the issues related to censorship between these two distinct groups. I hypothesize that education will be negatively correlated with support for censorship, and that members of different social institutions will vary in their relative support for censorship. Further, I hypothesize that considerable heterogeneity in terms of censorship support will exist within social institutions by various occupations within them. This project aims to identify the socially acceptable balance between absolute censorship and absolute free speech.

Racial Inequalities in the Workplace

Emily Macuga, Kennesaw State University

This paper will analyze the issue of racial inequalities in the workplace from the perspective of three sociological theories: intersectionality, conflict theory and critical race theory.

Theme- Environment, Energy, and Geography

Moderator: Ellis Logan, Valdosta State University

Between Faith and Finances: Religious Congregations Framing their Use of Solar Panels

Emily McKendry-Smith, University of West Georgia

Mitchell Grimes, University of West Georgia

Scholars studying religion and the environment have noted that the connection between the two is important because religions are able to frame environmental issues and behaviors as moral issues. In this research, we consider religious congregations in the United States that are using solar power and how they have framed this decision on their websites. Examining the website content of congregations from a variety of religious congregations, we find two main themes - financial benefits and environmental stewardship. Congregations frame the use of solar panels as financially beneficial through the promotion of fundraising and highlighting monetary incentives. Congregations also use a frame of environmental stewardship, in which they portray themselves as "green" or eco-friendly through their use of solar panels. Additionally, many congregations note their use of solar panels online but do not place this use within any sort of frame, indicating that they understand solar panels as having a meaning that is self-evident. The congregation's framing of their use of solar panels through these economic and environmental lenses shapes the social perception of their audience, including members and website visitors.

That's Not Natural: Social Perceptions of Genetically Modified Organisms

Ellis S. Logan, Valdosta State University

Samantha Duerring, Valdosta State University

The public discourse surrounding genetically modified organisms (GMOs) in foods is driven by several factors including concerns about the nutrition, food safety/toxicity, and environmental effects of GMOs. Intersecting these biological and health concerns related to public perception of GMOs are a variety of religious, philosophical, and political concerns related to gene transfers between distant species, ownership and patenting of genetic material, the sanctity of life, and other bio-ethical concerns. Furthermore, public opinion of GMOs has been shown to be correlated to social factors including age, race/ethnicity, educational attainment, religious affiliation, political ideology, and overall scientific knowledge. While 37% of the US population overall has moderate to serious concerns about the safety or toxicity of GMO foods, only 12% of scientists share these same concerns (PEW, 2016). Data was collected using a questionnaire from a sample of students, faculty, and staff at a regional comprehensive university in the Southeastern U.S. The questionnaire contained a range of questions to assess independent predictors of GMO perception including the respondents' socio-demographic information (age, sex, race/ethnicity, educational attainment, and political beliefs), their source of information about GMOs, their knowledge of basic science, perception of the term "natural" to describe foods, and self-perception of GMO knowledge (from "not knowledgeable at all" to "extremely knowledgeable"). To assess perceptions of GMOs, the questionnaire included eight dimensions of "concern" over GMOs related to toxicity, the environment, religion, cost, nutrition, taste, use in medicine, and an overall assessment of concern. The objective of this study is to further investigate the range of views held among the public concerning GMOs in foods and the extent to which these perceptions are explained by specific demographic, political, educational, and knowledge/information variables.

Addressing the 'Root Cause of Migration' Rhetoric: Voices on the Ground in Guatemala

Helen Hobson, Kennesaw State University

'Addressing the root causes of migration' from Central America is a term deeply embedded in the rhetoric of think tanks and the international development aid industry the United States. Many of their policies, plans, and programs are based on migration studies scholarship that portrays migration as a linear, individual decision based on economic rationality (Carling and Collins, 2018; Nichols, 2021). However, the increasing numbers of Central American migrants arriving at the US

border, despite heightened danger on and massive indebtedness from the journey, indicate that these theoretical models and empirical studies need to be critically examined. Complicating the notions of migration decisions and aspirations, and, importantly, including the experiences of those who choose not to migrate, can allow insight into the often-unexamined role of strong social threads and local development initiatives in these decisions. Drawing on data from semi-structured interviews with peasant families and students at a rural university in Huehuetenango, Guatemala, this paper explores the social, political, economic, and cultural themes that emerge for individuals and families in communities defined by migration. How have their ideas about migration been shaped? Why did certain people or families choose not to migrate? How do local initiatives not tied to transnational aid affect decisions to migrate? How do local people perceive and value international aid efforts? How have increasing danger and violence affected people's decisions?

The Way of Life and Demographics of the Wiregrass Region in Georgia, Alabama, and Florida

Harry L. Vogel, East Georgia State College

The wiregrass region of the American South consists of approximately 20 counties that border the northern region of Florida, the southern part of Georgia as well as the eastern part of Alabama. This paper explores the demographic make-up of this region (relying primarily on census data from 2020) as well as the natural and social-historical environment of the people living in this region. The overarching aim of this research is to explore the uniqueness of the people and landscape of the wiregrass region to promote an awareness of its place in the rural environment of the American South.

Saturday 1:00 pm

**INCOMING AND OUTGOING EXECUTIVE COMMITTEE
MEETING AND LUNCH**

SOURWOOD 4

Presidents of Georgia Sociological Association

John T. Doby	1964-65	Albert E. McCormick, Jr.	1995-96
Tilman C. Cothran	1965-66	Jay Strickland	1996-97
Raymond Payne	1966-67	Fred Zampa	1997-98
Dorothy Pitman	1967-68	Linda August	1998-99
John A. Tumblin, Jr.	1968-69	Lana Wachniak	1999-00
Homer C. Cooper	1969-70	Leona Kanter	2000-01
Barbara Payne Stancil	1970-71	Mel Fein	2001-02
Alpha M. Bond, Jr.	1971-72	Sam Abaidoo	2002-03
Eugene G. Sherman, Jr.	1972-73	Robert Johnston	2003-04
John Drenan Kelley	1973-74	Ned Rinalducci	2004-05
Fred R. Crawford	1974-75	Michelle McCormick	2005-06
Marguerite Woodruff	1975-76	Kevin Demmitt	2006-07
Charlene R. Black	1976-77	Laurel Holland	2007-08
John M. Smith, Jr.	1977-78	Michael Hodge	2008-09
Anna A. Grant	1978-79	Miriam Boeri	2009-10
Norma Seerley	1979-80	Donald Gregory	2010-11
Larry A. Platt	1980-81	Kathleen Dolan	2011-12
Richard M. Levinson	1981-82	Linda Treiber	2012-13
Louie A. Brown	1982-83	Ned Rinalducci	2013-14
Frederick L. Bates	1983-84	Michallene McDaniel	2014-15
Jacqueline Boles	1984-85	Philip Thomas	2015-16
Charles J. Karcher	1985-86	Alison Hatch	2016-17
Albeno P. Garbin	1986-87	Sara Mason	2017-18
Ruby C. Lewis	1987-88	Carly L. Redding	2018-19
Charles Jaret	1988-89	Darina Lepadatu	2019-20
Barbara Karcher	1989-90	Darina Lepadatu	2020-21
Robert Agnew	1990-91	Pamela Pitman Brown	2021-22
Chet Ballard	1991-92		
Hugh D. Spitler	1992-93		
Robert Johnston	1993-94		
G. Roger Branch	1994-95		

Sociologist of the Year Award Winners

Peggy Herrman	2001-02	Miriam Boeri	2011-12
Robert Agnew	2002-03	Michael Hodge	2012-13
Jacqueline Boles	2003-04	Ralph LaRossa	2013-14
Douglas Bachtel	2004-05	Linda Grant	2014-15
Catherine Meeks	2005-06	Kathleen Lowney	2015-16
Barbara Karcher	2006-07	Jody Clay-Warner	2016-17
Sandra Stone	2007-08	Mindy Stompler	2017-18
Charlie Jaret	2008-09	Mel Fein	2018-19
Claire Sterk	2009-10	Cynthia Neals Spence	2019-20
Lana Wachniak	2010-11	Alyassa Ali Sewell	2020-21

Meritorious Service Award Winners

1985	Drennan Kelley, Dorothy Pitman, Marguerite Woodruff, and John Doby
1986	No presentation
1987	Anna Grant
1988	Imogene Dean
1989	Abbott Ferris
1990	Homer C. Cooper and Hans Mauksch
1991	Albeno Garbin and Ruby C. Lewis
1992	Charlene Black, Barbara Karcher, and Charles Karcher
1993	Jacqueline Boles and Marian Glustrom
1994	Wilfred Bailey and Chet Ballard
1995	Ernestine Thompson and Robert Johnston
1996	No presentation
1997	Sandra Stone
1998	No record
1999	Roger Branch
2000	Al McCormick
2001	No record
2002	Jay Hughes (Strickland)
2003	No record
2004	No record
2005	Melvyn L. Fein
2006	No record
2007	No record
2008	Donald Gregory and Ned Rinalducci
2009	Michelle McCormick
2010	Al McCormick
2011	James Floyd
2012	Michallene McDaniel
2013	Laurel Holland
2014	Anne Borden
2015	Fred Zampa
2016	Rodger Bates
2017	Linda Treiber
2018	Philip Thomas
2019	Brandon Attell
2020	Christy Flatt

Conference Map

(Not to Scale)

