

## 2016-2017 Officers and Executive Committee

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## Letter from GSA President Alison Hatch

### Welcome to Lake Blackshear, site of the 52<sup>st</sup> Annual Meeting of the Georgia Sociological Association



Welcome to the 2017 Annual Meeting of the Georgia Sociological Association at beautiful Lake Blackshear! We have a fabulous program this year with a diverse offering of papers from scholars across the state.

I feel very lucky to be part of the Georgia Sociological Association (GSA). For over five decades, GSA has been dedicated to stimulating and improving research, teaching, and discussion, in addition to encouraging community service. I have had the pleasure of sitting on the GSA board with a great group of Georgia scholars, all of whom were instrumental in making this year's program a reality. The board has also worked tirelessly to keep GSA relevant and engaged, including recent changes to our logo and our website and even the addition of GSA t-shirts! Mostly, however, GSA is successful because of YOU. Every year, Georgia sociologists gather at our annual conference to meet and share ideas. It is the camaraderie of our members that make our organization flourish. We truly are a welcoming and supportive group for faculty, practitioners, and students alike.

In our current reality, social justice is as important as ever. This year's theme, "Engaged Sociology: Global Social Justice" is a recognition of the many ways in which engaged sociology and engaged sociologists can play a role in improving society. I agree with Professor Margaret Abraham, President of the International Sociological Association, in her belief of the role of sociologists in today's world: "We need to reflect, respond and recognize our responsibility as sociologists to address what is happening on the ground in these grim times and strive to address injustice...I'm confident that sociologists can play a key role in the formidable task of reviving hope and crafting a better future in an inclusive and just world." It is my hope that we will have many thought provoking conversations over the next couple of days about social justice, social change, and the role of sociology in difficult times.

I'd like to draw your attention to some very special events. We are honored to present the GSA Sociologist of the Year award to Dr. Jody Clay-Warner, Meigs Professor of Sociology at the University of Georgia and one of the most prominent criminologists in the country. Please join us at the business lunch and awards ceremony on Friday to congratulate Dr. Clay-Warner. Additionally, her plenary, "Preparing Sociology Majors for Graduate School: Tips and Trends" is at 11:00 a.m. on Friday. Secondly, this year's Presidential Reception is especially exciting. We will be meeting in nearby Americus at the Habitat for Humanity Global Village Discovery Center for a tour and reception. This six-acre village tour will provide us with a fabulous opportunity to learn about housing around the globe. After the tour, we will be able to eat good food and socialize with friends! Please plan on joining us for this unique event.

Thank you for joining us this year. Please enjoy the conference and the lovely grounds of the Lake Blackshear Resort!

Sincerely,

Ali Hatch

**Georgia Sociological Association  
Sociologist of the Year  
2016-17**



**Dr. Jody Clay-Warner, PH.D  
University of Georgia**

Dr. Jody Clay-Warner, Meigs Professor of Sociology, has been at the University of Georgia since 1998. She received a Ph.D. in Sociology from Emory University, and her specialty areas include social psychology, criminology, and gender. The overarching goal of her research is to understand responses to injustice. She considers this issue from both a basic and applied perspective. Specifically, she examines the underlying processes that guide responses to injustice, as well as the implications of these processes for reactions to concrete forms of injustice, such as criminal victimization. She employs experimental and survey methods to investigate these issues, and her research has been funded by the National Science Foundation. Her current projects focus on sexual revictimization, campus sexual assault policies, and responses to advantageous injustice (getting more than you deserve).

## Highlighted Events

### **Hans Mauksch Teaching Workshop**

“But Are They Learning Anything?”: Research-Based Tips for Teaching Effectiveness

5:00-6:15, THURSDAY

Blue Gill

### **Sociological Research Workshop**

“The Do’s and Don’ts of Collaborative Research”

9:30-10:45, FRIDAY

Lakeshore Meeting Room

### **Plenary Keynote Speaker**

Georgia Sociological Association’s 2016-17 Sociologist of the Year

Jody Clay-Warner

Professor of Sociology, University of Georgia

Preparing Sociology Majors for Graduate School: Tips and Trends

11:00am-12:00pm, FRIDAY

Ballroom C

### **Business Lunch and Awards Ceremony**

Lunch included with conference registration

12:15-1:15 pm, FRIDAY

Ballroom C

### **Presidential Dinner & Reception**

5:15 pm, FRIDAY

Included with conference registration

Habitat for Humanity Global Village Discovery Center

### **Applied Sociology Workshop**

“Social Movements, Activism, the Scholar-Activist and the Professor’s role”

11:00-12:15, SATURDAY

Bass & Perch

**Engaged Sociology: Global Social Justice**

GEORGIA SOCIOLOGICAL ASSOCIATION  
2017 ANNUAL MEETING  
NOVEMBER 2-4, 2017  
LAKE BLACKSHEAR, CORDELE, GEORGIA

**PROGRAM SCHEDULE**

**THURSDAY 3:00 PM**

**3:00-6:00 PM**

**Ballroom Lobby**

Conference Registration

**3:00-4:00 PM**

**Bass & Perch Room**

Board of Regents Advisory Committee Meeting

**THURSDAY 4:00 PM**

**4:00-5:00 PM**

**Bass & Perch Room**

Journal Editorial Board Meeting

**THURSDAY 5:00-6:15 PM**

**5:00-6:15 PM**

**Blue Gill**

**Welcome and Opening of the Conference: GSA President Alison Hatch**

**Hans Mauksch Teaching Workshop: "But Are They Learning Anything?": Research-Based Tips for Teaching Effectiveness**

Michallene McDaniel, Ph.D., University of North Georgia

*All are welcome to participate in this workshop.*

**THURSDAY 6:30 PM**

**6:30 PM**

**Bass & Perch Room**

GSA Executive Board Meeting and Dinner

**FRIDAY 8:00 AM**

**7:30-9:30 AM**

**Ballroom Lobby**

Coffee and Pastries

**8:00 – 5:00 PM**

**Ballroom Lobby**

Conference Registration

**FRIDAY 8:00-9:15 AM CONCURRENT SESSIONS**

**8:00-9:15 AM**

**SESSION 1**

**Bass & Perch**

**Research and Exploration in Cuba: Students Speak on the Experience**

Moderator: Donald Gregory, Reinhardt University

Panelist:

*Nicolle Amaya “The Impact of Travel on Monolingual People” Reinhardt University*

*Michelle Bonin “Stress When Traveling” Reinhardt University*

*Tyler Gaines “Effects of Tourism: Americans’ Attitude and Perception Changes after Visiting Cuba” Reinhardt University*

*Reinhardt University students, faculty, alums, and local community members spent 9 days exploring the Cuban culture in Miami, Havana and Cienfuegos. Our panel will explore how this adventure brought their work to life through brief overviews of the research they conducted and a discussion of what they experienced in their travels. As a co-leader, Dr. Gomez will discuss decisions made in the creation of the trip.*

**8:00-9:15**

**SESSION 2**

**Blue Gill**

**Teaching**

Moderator: Darina Lepadatu

**What Works and What Doesn’t? Teaching Research Methods Online and Face-to-face in a Sociology Program**

Cristina Stephens, Kennesaw State University, cgheorgh@kennesaw.edu

Darina Lepadatu, Kennesaw State University, dlepadat@kennesaw.edu

*This paper will present the accomplishments and challenges that we have encountered teaching Research Methods in an online versus face-to-face format. We discuss assignments, assessments,*

*groupwork and pedagogical techniques to maximize students learning outcomes and to ensure the alignment of the two respective online and f2f programs.*

### **Higher Education in Romania: Exploring Socio-Political Influences on Quality and Accessibility of Higher Education**

Jennifer McDonnell, Kennesaw State University, [jennylenoremcdonnell@gmail.com](mailto:jennylenoremcdonnell@gmail.com)

Darina Lepadatu, Kennesaw State University, [dlepadat@kennesaw.edu](mailto:dlepadat@kennesaw.edu)

*As we grow more globally interconnected, a universal standard for higher education becomes imperative. By discovering common attributes of successful higher education systems while embracing diversity of thought and experience, we can work to set a global standard for systems of higher education and encourage movement across global borders in the pursuit of higher education. This study aims to highlight both the negative and positive impacts that socio-political systems have on educational quality and accessibility.*

### **The Effects of Title 11 and 111 and Section 504 and Section 508 of the Rehabilitation act of 1973 on Distance Learning at USG Institutions**

Richard Newton, Columbus State University, [newton\\_richard@columbusstate.edu](mailto:newton_richard@columbusstate.edu)

Joslynn Hobbs, Columbus State University

*The Rehabilitation Act of 1973 is a Federal law that under Section 504 and Section 508, and Title III of the Social Security Act, include the provision that “reasonable accommodations” be provided to adults with disabilities in education including electronic and information technology. This research will outline the current status of USG institutions that have identified departments tasked with online course accessibility, and resources for training staff and faculty in issues of online course accessibility.*

### **Demanding more say: French parent associations and the local school**

Anthony E. Healy, University of North Georgia, [Anthony.healy@ung.edu](mailto:Anthony.healy@ung.edu)

*French parent school associations are hierarchical organizations tied to the political right or left. Their influence is more national than at the local school. Historically, too, national policy kept parental involvement in schools to a minimum. Recently, local and non-political associations have appeared focused on the local school. Existing associations have also evolved, emphasizing local concerns as parents demand more say. The paper looks at six parent associations at three schools and their recent evolutions.*

**SOCIETY AND RELATIONSHIPS**

Moderator: Pamela Pitman Brown, Albany State University

**Importance of past sexual partners in an ideal mate.**

Kamel Maddux, Albany State University

Bryana Pickett, Albany State University

Calvin Tatum, Albany State University

Aliyah McCray, Student: Albany State University

Pamela Pitman Brown, Albany State University, Pamela.brown@asurams.edu

*Research shows that males are unconcerned with the number of sexual partners their current female partner has had. In this study, we are investigating if there is a connection between the importance of numbers of past sexual partners, and their desired number of sexual partners of an ideal mate. Using a convenience sample of students at an HBCU in Southwest Georgia, surveys will be collected with an equal number of male/female participants.*

**“Traditional-Aged Male HBCU Students’ Perspectives on Courtship Behaviors in the 21st Century.”**

Yolonda Morgan, Albany State University

Pamela Pitman Brown, Albany State University, Pamela.brown@asurams.edu

*Courtship behaviors are often dictated by cultural norms and values, but the new century and technology has brought differing perspectives. This study focuses on factors that impact the courtship behavior of male students. The study surveys approximately 200 traditional-aged male African-American college students at an HBCU in Southwest Georgia. An online questionnaire is used for data collection. Questions were constructed using both closed- and open-ended responses which allows for a richer qualitative narrative.*

**What is Cheating?**

Derrick Dixon, Albany State University

Moneshia Hutchins, Albany State University

Latressa Moore, Albany State University

Jala Stewart, Albany State University

Clementine Tardy, Albany State University

Pamela Pitman Brown, Albany State University, Pamela.brown@asurams.edu

*Research has asked “what is cheating,” only to find out that cheating definitions are quite expansive. Flirting, petting, attachment styles, and partner’s behaviors are often considered cheating or committing infidelity. This research will focus on infidelity within monogamous heterosexual relationships. The study will attempt to show why people cheat on their partner, and*

*what the influences that drive promiscuous behaviors are. Electronic surveys will be disseminated via social media, e-mails, and listserves.*

**Social Media Effects on Relationships: College Edition**

Deashanique Copeland, Albany State University  
Ayanté Perry, Albany State University  
Tynisha Roland, Albany State University  
Jasmine Taylor, Albany State University  
Pamela Pitman Brown, Albany State University, Pamela.brown@asurams.edu

*Social media has a large effect on our society, specifically concerning the way we feel relationships should be, especially in college. This research will focus on the effects that social media has on heterosexual romantic relationships. Data will be collected at a Southwest Georgia HBCU Campus. Participants will be given surveys with a series of questions with regard to their relationship status, and influence of social media on their relationships, past or present.*

**Societal Factors Effect on Educational Attainment Goals**

Deidra Green, Abraham Baldwin Agricultural College

*I investigated societal factors and whether and/or how these variables affect educational attainment goals. I narrowed my focus by concentrating on Abraham Baldwin Agricultural College's student population and relevant national and local newspapers. Six ABAC students were selected using purposive and convenience sampling methods. By using a qualitative method of research, I explored the association between the individual, societal and geographical factors like race, gender, location, parental household income, and parental education levels, and educational attainment goals. In particular, I conducted 6, 20 to 25 minute interviews to collect data and a content analysis by using a five-step process of analysis. The five-step process includes the following: data grouping, information labeling, knowledge (findings), theory, and implications. According to my findings, oppression, finances, and the parental education level proved to be the most prominent factors that affect the educational attainment goals of minority students.*

**FRIDAY 9:30-10:45 AM CONCURRENT SESSIONS**

**9:30-10:45 AM**

**SESSION 4**

**Bass & Perch**

**Developing Community**

Moderator: Melvyn Fein, Kennesaw State University

**Why live Tiny?: Developing a model of motivators**

Severin Mangold, University of North Georgia, ssmang6513@ung.edu  
Dace Lewis, University of North Georgia,

Tony Zschau, University of North Georgia

Tiny houses have gained traction quickly over the last few years as a way for people to live a better life. With all this traction, some questions have arisen such as ‘what motivates people to adopt this lifestyle?’ and ‘what sorts of individuals are making the jump to tiny houses?’ The research aims to understand these questions as well as the motivators behind people pursuing tiny house living through exploratory research utilizing 30 semi-structured interviews.

**Tiny House Living: Testing the Motivators**

Chelsey Willoughby, University of North Georgia, [CLWILL7486@ung.edu](mailto:CLWILL7486@ung.edu)

Codey Collins, University of North Georgia

Tony Zschau, University of North Georgia

*Interest in tiny house living is a recent fad in the United States (Vail, 2016). To better understand this phenomenon, our research team conducted 30 in-depth telephone interviews in summer of 2017 with individuals interested in tiny house living. This research led to the development of a simple theoretical model of tiny house living (Mangold et al. Forthcoming). To test the model, a survey was conducted at three different tiny house festivals in the southern part of the United States. The preliminary analysis of 150 tiny house enthusiasts indicates that the model – for the most part – holds. Key tiny house motivators include having a sense of autonomy, meaningful relationships and experiences, and a sense of security. Existential strains are important triggers for some. Implications for future research will be discussed.*

**Seeking Neighbors: Tiny houses and meanings of community**

Devin Hing, University of North Georgia, [DRHING7731@ung.edu](mailto:DRHING7731@ung.edu)

Valerie Odorico, University of North Georgia

Tony Zschau, University of North Georgia

*Over the last decade, homes that are smaller than 500 ft<sup>2</sup>, known as tiny homes, have increased in popularity thanks to prolific representation in the media. More and more people have begun to adopt this reimagined way of living, and some ‘tiny-housers’ have sought to live near other tiny-housers, forming communities. This research looks at the dynamics of these communities’ formation, and explores preliminary findings which suggest many ‘tiny-housers’, despite having differing views on what a community is, tend to coalesce.*

**9:30- 10:45 AM**

**SESSION 5**

**Lakeshore**

**Research Workshop: The Do’s and Don’ts of Collaborative Research**

Moderator: Darina Lepadatu, Kennesaw State University

Panelist:

Jody Clay-Warner, University of Georgia

Jennifer McMahon Howard, Kennesaw State University  
Allen Hyde, Georgia Institute of Technology  
Brandon Attell, Georgia Health Policy Center  
Rudy K. Prine, Valdosta State University

*Collaborative research can be defined as researchers working together to achieve the common goal of producing new scientific knowledge. It can bring together scholars from the same or different disciplines, faculty and undergraduate or graduate students, researchers and practitioners. This workshop brings together a panel of scholars who will discuss the best practices or malpractices, the pedagogical, organizational or research strategies they use when they work on research projects with students or other collaborators.*

**9:30- 10:45 AM**

**SESSION 6**

**Blue Gill**

**Trauma, Memory and Collective Behavior**

Moderator: Pamela Pitman Brown, Albany State University

**Emergent Norm Theory Revisited**

Rodger A. Bates, Clayton State University, [rodgerbates@clayton.edu](mailto:rodgerbates@clayton.edu)

*The emergent norm perspective emerged in the 1960's and 1970's as an alternative explanation for collective behavior which differed significantly from the traditional social contagion perspective. The belief that crowd and other forms of non-traditional group behavior was a product of normative rather than non-normative behavior was championed in the works of Turner and Killian and was presented an explanation of the processes and conditions which shape the course of collective behavior. Adapting this perspective to current events and the emergence of new technologies and environments provides an interesting extension of this perspective as a means of better understanding some forms of collective behavior in the 21<sup>st</sup> Century.*

**Vivid Memories of Traumatic Events**

Mercedes Wilburn, Albany State University, [mwilbur2@students.asurams.edu](mailto:mwilbur2@students.asurams.edu)

Maya Palmer, Albany State University

Netanya Kellam, Albany State University

Ideong Etta, Albany State University

Kyara Baker, Albany State University

*Research shows when people experience traumatic event (TE), they exhibit memory distortion. This research will be investigating whether a selected population believes they are able to recall a TE without distorted memory. College students who have experienced a TE are surveyed, and asked to recall details of the event. The study will use a written survey, including closed and*

*open-ended question. Data collection will be via a convenience sample method.*

**Correlation of SAD and least favorite season, holiday, and time of year.**

Takarea Jordan, Albany State University, [tjorda16@students.asurams.edu](mailto:tjorda16@students.asurams.edu)

Charlisa Ray, Albany State University

Ashley Thomas, Albany State University

Briana Wyatt, Albany State University

*Previous research has found that changes of seasons affects your mood or affects your behavior. This study will investigate if there is a correlation between seasons/holidays and Seasonal Affective Disorder. A Southwest Georgia HBCU campus will be used for survey participation. Participants will be asked a series of questions concerning their favorite/least favorite season/holiday and time of year. An open-ended question will be included for an explanation of their answers.*

**FRIDAY 11:00 AM - 12:00 PM**

**11:00AM-12:00 PM**

**Ballroom C**

**Keynote Plenary**

**Preparing Sociology Majors for Graduate School: Tips and Trends.**

Jody Clay-Warner, GSA Sociologist of the Year

**FRIDAY 12:15-1:15 PM**

**12:15-1:15 PM**

**Ballroom C**

Business Lunch and Awards Ceremony (lunch included with conference registration)

**FRIDAY 1:30-2:45 PM CONCURRENT SESSIONS**

**1:30-2:45 PM**

**SESSION 7**

**Bass & Perch**

**Acculturation**

Moderator: Philip Thomas, Paine College

**Acculturation and Mental Health among Latino and Asian Immigrants in the United States.**

Elif Bulut, Georgia State University, [elifaslanbulut@gmail.com](mailto:elifaslanbulut@gmail.com)

*This study assesses race-ethnic group variations in acculturation experiences by identifying distinct acculturation classes, and investigates the role of these acculturation classes for mental*

*health and group differences in mental health among Latino and Asian immigrants in the United States. Using 2002-2003 the National Latino and Asian American Study (NLAAS), Latent Class Analysis is used to capture variations in immigrant classes (recent arrivals, separated, bicultural and assimilated), and OLS regressions are used to assess the link between acculturation classes and mental health. The findings reveal group differences in acculturation classes, whereby Latino immigrants were more likely to be in the separated class and recent arrivals class relative to Asian immigrants. For both Latinos and Asians, bicultural immigrants reported the best mental health, and separated immigrants and recent arrivals reported the worst mental health. While there was not a significant group difference in mental health at the bivariate level, controlling for acculturation classes revealed that Latinos report better mental health than Asians. Thus, Latino immigrants would actually have better mental health than their Asian counterparts if they were not more likely to be represented in less acculturated classes (separated class and recent arrivals) and/or as likely to be in the bicultural class as their Asian counterparts. Together the findings underscore the nuanced and complex nature of the acculturation process, highlighting the importance of race and ethnic group differences in this process, and demonstrate the role of acculturation classes for race-ethnic group differences in mental health.*

### **Impact of Post-1965 Asian Immigration in the United States**

Philip Thomas, Paine College, [pthomas@paine.edu](mailto:pthomas@paine.edu)

*The current literature on Asian immigrants in the U.S. focuses on their adaptation to the American society. There are very few studies on the effects of post-1965 Asian immigration. This paper focuses on the impact of Asian Immigration on the U.S. population growth, economy, race-relations, politics and the social and cultural institutions. Post-1965 Asian immigration has made significant contributions to the population growth of Asian Americans. Asian immigrants improved the quality of workers because they are more likely to be college educated and professionally trained. Many of them have created jobs through various kinds of investments. Asian immigrants have helped to transform race-relations and the race and ethnic composition of this country. Asian immigrants, in general, are not a burden on the economy except some refugees who are on welfare. Though Asian immigrants generally identify with conservatism, many of them favor the Democratic Party. The post-1965 Asian immigration led to the establishment of many restaurants and could change the dietary habits of Americans.*

### **Cuba: A Nation Fighting for its Place.**

Chelsey Jones, Armstrong State University, [jonesyc16@gmail.com](mailto:jonesyc16@gmail.com)

*The purpose of this paper is to explore Cuba's rich history and their interactions with the United States. I collected my information through a research novel, Cuba: What Everyone Needs to Know by Julia E. Sweig (a Senior research fellow at the Lyndon B. Johnson School of Public Affairs at The University of Texas at Austin) and I also used information I gained in my lectures while studying abroad in Cuba. I began to draw my conclusion from the information I gained over the course of my trip and from the novel I read. With this information gained I concluded that Cuba has overcome a lot throughout their history and has been working towards giving*

*their citizens a brighter future. Cuba has overcome the corrupt leaders and the “Special Period,” a time when many Cubans could watch the deterioration of their nation and their lives. I also would add the relationship between the United States and Cuba has been tumultuous but the reason falls more on the United States than it may be commonly believed. I hope with this paper people can get a broad overview of Cuba’s history and see where the United States fits into it.*

**1:30-2:45 PM**

**SESSION 8**

**Blue Gill**

**Sociologist Without Borders: The Case for Reframing Boundaries**

Moderator: Karen Young, Clayton State University

Panelist:

Sasha Benefield, Clayton State University

Delilah Fils-Aime, Clayton State University

Sonia Roberts, Clayton State University

Patsy Perkins, Clayton State University

*Global social justice as a theme for current sociologists might presuppose to some that the struggle for global social justice is improving on the world front while at the same time indicating to others that we are further from achieving progress toward this goal than we have ever been. For, in point of fact, if the struggle for global social justice had seen marked improvements, why do we continue to see an America where the rich are getting richer and the poor are getting poorer? Where racial, ethnic, and gender inequalities still persist and in some ways have increased? Why on the global front do we continue to see a rise in inequalities among countries and among people no matter what country they are located in? Why are there still too many countries where absolute poverty is ever present and people lack income barely sufficient for survival? Our society must not fail to acknowledge that basic human rights are the foundation and common denominator for all of humanity no matter what country people are located in; ours or theirs. Can we say that society has seen significant progress toward reducing global social inequality and oppression? Or... has there been a regression in the efforts toward global social justice where the struggle for and the commitment to fighting for social justice has deteriorated? Sociologists are well known as being social change agents who cannot separate their work or their purpose from a continual struggle for social justice whether global or local. To do so would put the field of sociology at risk threatening it towards one which borders on becoming obsolete. Now, more than ever, sociologists must roll up their sleeves, deepen their analytical abilities in further understanding the ills of society and re-ignite their passion to make our world an even better place to live in. Global social justice should not be a concept we read about in a book but our efforts in striving to achieve this goal need to increase. After all, isn't the mission of sociology to not only increase our understanding of society, but to actively participate in helping to make it better as well?*

**Gender and Sexuality**

Moderator: Jeffery Lentz, University of North Georgia

**Trans\* Homeless Youth Health Issues: Results from the Atlanta Youth Count and Needs Assessment 2015**

Ana LaBoy, Georgia State University, [alaboy1@gsu.edu](mailto:alaboy1@gsu.edu)

*The Atlanta Youth Count and Needs Assessment 2015 (AYCNA 2015) was a count of homeless youth in the metro-Atlanta area. This paper discusses a description of specific health issues than trans\* homeless youth experience, and the comparison with their cisgender peers, along with their experiences within the homeless provider system.*

**Uncovered Breastfeeding in Public: Vulgar or Natural?**

Obidina Johnson, Albany State University, [ojohnson5@students.asurams.edu](mailto:ojohnson5@students.asurams.edu)

Tyanna Gooding, Albany State University

Nykyta Lyons, Albany State University

Nygell Bradley, Albany State University

*Research shows that breastfeeding is beneficial for babies and mothers. Research into public breastfeeding is timely. This research will be investigating whether women believe uncovered breastfeeding in public is vulgar or natural. The study will survey women, of all ages, who have breastfed their children, asking whether they breastfed covered or uncovered. We will be using a convenience sample method of data collection, with a written survey, which will include both closed and open-ended questions.*

**LGBT Global Issues**

Jeffery Lentz, University of North Georgia, [Jeffery.lentz@ung.edu](mailto:Jeffery.lentz@ung.edu)

*This session is intended to explore issues LGBTQ persons' experience around the US and the globe. It is important that we explore and give a voice to those who can't speak for themselves. We must explore all issues that potentially impact LGBTQ people.*

**Transnormativity and Intersectionality in Praxis: A Cultural Studies Analysis of the #WeHappyTrans\* Digital Activist Campaign.**

Jordan Forrest Miller, Georgia State University, [jordanforrestmiller@gmail.com](mailto:jordanforrestmiller@gmail.com)

*With the recent increase of trans visibility, being trans has almost become a "normal" thing to Kids these days. Dominant understandings of what it means to be trans are constantly under attack by alternative media created by (and often for) trans people. In this paper, I outline my upcoming project – a multiperspectival cultural studies analysis of the digital activism campaign titled "We Happy Trans\*."*

**FRIDAY 3:00-4:15 PM CONCURRENT SESSIONS**

**3:00-4:15**

**Ballroom Lobby & Lakeshore Lobby**

**Coffee and Cookies**

**3:00-4:15**

**Ballroom Lobby**

**Silent Auction**

**3:00-4:15 PM**

**SESSION 10**

**Bass & Perch**

**Education, Crime and Deviance**

Moderator: Albert E. McCormick, Jr., M2 Research and Consulting

**A Survey of Rural School Superintendents on School Safety and Violence Prevention: A Review of Three Time Periods**

Rudy K. Prine, Valdosta State University, rkprine@valdosta.edu

*This research, a series of surveys of rural school superintendents in Georgia presents the findings from three time periods regarding school violence and prevention efforts.*

**Attitudes of African Americans towards “Back the Blue”**

Joseph Comeau, Georgia Southwestern State University, joseph.comeau@gsw.edu

Jamie MacLennan, Georgia Southwestern State University

*In December of 2016, 2 white police officers were shot and killed in Americus, Georgia by an African American male. In the months that followed this incident, the local community rallied around law enforcement by displaying black and blue ribbons and “Back the Blue” signs throughout town. We employ semi-structured interviews to get a deeper understanding of the views that African Americans in Americus have of the community’s reaction and law enforcement in general.*

**Homicide Patterns in a Florida County**

Albert E. McCormick, Jr., M<sup>2</sup> Research and Consulting, amccormick919@comcast.net

*Homicide research, while abundant, has been largely conducted in northern and midwestern urban areas and often carried out in times when the country was demographically, economically, and culturally different from today. This project addresses such limitations by examining homicides in a semi-metropolitan Florida county, permitting opportunity for comparison and contrast of past research with recent trends observed in a southern setting.*

**Assailants or Saints?: Racial, Ethnic, and Gender Depictions on an Online-Only City News Website**

Thomas R. Hochschild Jr., Valdosta State University, [trhochschild@valdosta.edu](mailto:trhochschild@valdosta.edu)

Lorna Alvarez-Rivera, Valdosta State University, llalvarez-Rivera@valdosta.edu

*A large literature indicates that Black males are disproportionately portrayed as criminals in U.S. print and television news media. Research also indicates that Whites are more likely to be portrayed as police officers, judges, news personnel, and crime victims. While most previous research has examined traditional print newspapers and local television news, we conducted a content analysis of a social media based online-only city news website in a Southeastern state. Multiple coders assessed 8,142 stories over a three year period and found that, in line with previous research, Black males were much more likely to be portrayed as criminals on the news site. Furthermore, we discovered that the design of the website exacerbated the portrayal of Black male criminality. We also found that White females were most likely to be portrayed as philanthropists and award winners. We argue that scapegoat, racial threat, power structure, and market share theories of the news media provide important insight into our findings, but that these theories are limited because they lack an intersectional approach necessary in order to understand different portrayals based on race/ethnicity, gender, and social class.*

**3:00-4:15**

**Ballroom Lobby**

**Silent Auction**

**3:00-4:15 PM**

**SESSION 11**

**Blue Gill**

**Workshop: Incorporating Social Justice Activities into the Classroom**

Moderator: Margaret Williamson, University of North Georgia

**Incorporating Social Justice Activities into the Classroom**

Margaret Williamson, University of North Georgia, [Margaret.williamson@ung.edu](mailto:Margaret.williamson@ung.edu)

*Although the nature of sociology inherently lends itself to the discussion and incorporation of social justice, this workshop will provide an opportunity for all participants to discuss interesting in-class activities for learning about social justice. Many of us utilize service learning opportunities and other out of class activities, but what can we do in the classroom? Considering my institution is a LEAP Institution and values engagement in the classroom and larger society, it is important to encourage and educate students on engagement and social justice. This workshop is beneficial to anyone interested in sharing their class activities and/or learning about new and innovative ways to incorporate social justice activities within the classroom.*

**Teaching Wealth Inequality from a Social Change Perspective**

Sara Mason, University of North Georgia, [sara.mason@ung.edu](mailto:sara.mason@ung.edu)

*Wealth inequality is an important social justice issue, but one that is difficult to address in the classroom. This class exercise highlights the difference between student's perceptions and realities. By the end, it is my hope that students have a more accurate understanding of wealth*

*inequality and why it matters for understanding poverty, social stratification, and social mobility, while also underscoring the role that ideology plays in justifying and obfuscating wealth inequality. Then we discuss solutions.*

**3:00-4:15**

**Ballroom Lobby**

**Silent Auction**

**3:00-4:15**

**SESSION 12**

**Lakeshore**

**Social and Economic Inequalities**

Moderator: Allen Hyde, Georgia Institute of Technology

**Farmers' Suicides and Agrarian Distress in India: Some Preliminary Notes from the Field**

Ravi Ghadge, Kennesaw State University, [rghadge@kennesaw.edu](mailto:rghadge@kennesaw.edu)

*Since 1995, 296,438 Indian farmers committed suicide amidst unprecedented economic growth in the country. Based on a preliminary examination of interviews conducted with farmers in Vidharbha (one of the most distressed rural regions of India which has experienced the highest number of farm suicides since the mid 1990s) during the summer of 2017, this paper tries to understand how this rural community copes with and makes sense of this agrarian crisis.*

**Hurricane Harvey: Highlighting the Effects of Inequality on Pet Ownership and Evacuation**

Hannah Bellina, Valdosta State University, [hmwood@valdosta.edu](mailto:hmwood@valdosta.edu)

*This paper examines the challenges facing pet-owners (particularly low-income owners) at times of natural disaster. Natural disasters are unavoidable events that tend to have the most severe impacts on low-income communities. Those who live in these areas are often unable to evacuate due to companion animals not being up to date with their vaccinations or not owning a crate for each animal, thus not being allowed to enter government aided shelters. Policies on pets and evacuations have changed since Hurricane Katrina, but still present significant barriers. This paper explores how natural disasters highlight inequalities in pet ownership*

**"Left Behind?" Financialization and Income Inequality between the Affluent, Middle Class, and the Poor**

Allen Hyde, Georgia Institute of Technology, [allen.hyde@hsoc.gatech.edu](mailto:allen.hyde@hsoc.gatech.edu)

*There is increasing literature in sociology that financialization has contributed to rising income inequality, especially by concentrating income among the affluent. There is less empirical research examining who is losing out to the affluent. This paper fills this gap by examining how three measures of financialization affect 90-50 and 50-10 income percentile ratios. I find that the middle class and poor are hurt by financialization; however, incomes of the poor are most sensitive.*

### **Food Insecurity among Noncitizens and Citizens Born in U.S. Territories**

Rita B. Thomson, Georgia State University, [rita@atrt.org](mailto:rita@atrt.org)

*In 2014, 14.0% of the nation's households reported food insecurity. Data in the Food Security Supplement of the December 2014 Current Population Survey are used to show how the rates of food insecurity differ among households of different citizenship status. Households composed entirely of noncitizens and households including at least one citizen born in U.S. territories are more food insecure than households composed entirely of U.S. born citizens.*

### **Does Economic Divergence Predict Political Divergence: Changes in Political Economic Ideology By Gender, Race, and Class 1985-2016**

Joseph Wilson, [georgiasouthern.edu](mailto:georgiasouthern.edu)

Ted Brimeyer, [georgiasouthern.edu](mailto:georgiasouthern.edu), [tbrimeyer@georgiasouthern.edu](mailto:tbrimeyer@georgiasouthern.edu)

*The economic prospects of men and women, whites and blacks, and the wealthy and working class have been diverging since the introduction of neoliberal policy 1980s. This study uses General Social Survey data from 1985 - 2016 to examine if the changes in economic opportunity translate into divergent beliefs in the role of government intervention in the economy. Correlation of SAD and least favorite season, holiday, and time of year.*

**FRIDAY 5:15-8:00 PM**

#### **5:15-8:00 PM**

**Presidential Reception & Dinner-The Tour begins promptly at 5:30**

Habitat for Humanity Global Village Discovery Center

721 W Church St, Americus, GA 31709

**SATURDAY 8:00 AM**

**7:30-9:30 AM**

**Ballroom Lobby**

Coffee and Pastries

**8:00 – 11:00 AM**

**Ballroom Lobby**

Conference Registration

**SATURDAY 8:00AM-9:15 AM**

**8:00-9:15 AM**

**Session 13**

**Ballroom D**

**Physical and Mental Health**

Moderator: Jeffery Lentz, University of North Georgia

**The Effect of Risk and Protective Factors on Physical Functional Limitations**

Jeffery Lentz, University of North Georgia, [Jeffery.lentz@ung.edu](mailto:Jeffery.lentz@ung.edu)

*There is little to no research on how the cost and access to medical care affects physical functional limitation. I attempt to explain the extra-personal factors such as cost and access to medical within the disablement process framework, are associated with higher levels of default with physical functional limitations. One major finding includes those who work, non-white and non-Black, men, and married are less likely to experience higher levels of difficulty with activities of daily living. A second major finding includes those who are non-hispanic, couldn't afford care, and seen/talked to a general practitioner are more likely to experience higher levels of difficulty with activities of daily living.*

**“My Work and Me”: Volunteers and Paid Workers Who Work within the Areas of HIV/AIDS and Teen Pregnancy with or within the African American Community**

Anita Winfrey Thompson, Georgia College & State University, [anita.thompson@gcsu.edu](mailto:anita.thompson@gcsu.edu)

*The African American population is one underrepresented group at disproportionate risk for contracting Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS) in the United States. Another large social problem within the African American community with long-standing effects is the teen pregnancy phenomenon. It appears that there has been a differential response to these two issues within the African American community. Using in-depth interviews with forty-five HIV/AIDS and teen pregnancy volunteers and paid workers, I examine this apparent discrepancy through the subjects' perspectives and also compare these two groups*

*among the three following dimensions: (1) motivations; (2) sources of stress and challenge and coping mechanisms; and (3) evaluations and suggestions for current programming.*

**Empowering Girls One Product at a Time: Exploring the Effects of Distributing Menstrual Products to School Girls in Developing Nations**

*Kiera Chan, University of North Georgia, [kychan0298@ung.edu](mailto:kychan0298@ung.edu)*

*Every day around the world, girls are forced to miss school due to the lack of available sanitary products. These girls often must resort to dangerous menstrual practices, which lead to genitourinary tract infections. This paper will discuss the problem of girls' absences in school due to poor menstrual practices and the possible solution of distributing reusable sanitary products to girls in impoverished areas.*

**The Spillover Effect in Workplace Bullying: Direct and Indirect Pathways to Workers' Psychological Distress**

Brandon K. Attell, Georgia State University, [battell1@gsu.edu](mailto:battell1@gsu.edu)

Linda A. Treiber, Kennesaw State University, [ltreiber@kennesaw.edu](mailto:ltreiber@kennesaw.edu)

*A well-established body of literature demonstrates the adverse effects of workplace bullying on mental health. Utilizing structural equation modeling of data from the Health and Retirement Study, we contend that workplace bullying impacts workers' mental health through both direct and indirect mechanisms. Specifically, we find that workplace bullying has a "spillover effect." The effects of bullying at work cross over to workers' personal lives, which increases the likelihood of experiencing psychological distress.*

**8:00-9:15AM**

**Session 14**

**Bass & Perch**

**Family and Education**

Moderator: Melvyn Fein, Kennesaw State University

**Parenting Styles: Influence on College Students' Adjustment**

Jamyra Champion, Albany State University, [jchampi3@students.asurams.edu](mailto:jchampi3@students.asurams.edu)

Chasidy Collins, Albany State University

Alexis Taylor, Albany State University

Nakeria Wallace, Albany State University

*Previous research has determined that certain parenting styles has shown to have effects on college adjustment of students. Continuing this research, with the main focus being alcohol usage and parenting styles, we will look at traditional college students, as well as the four types of parenting styles: authoritarian, authoritative, permissive, and uninvolved. We hypothesize that students who had either permissive or authoritarian parents had harder times adjusting and had higher levels of alcohol usage.*

## **The Principled Marriage**

Melvyn Fein, Kennesaw State University, [mfein@kennesaw.edu](mailto:mfein@kennesaw.edu)

*The contemporary marriage has become fragile. Divorce, cohabitation, and a hook up culture beset it. Although some observers consider the institution obsolete, if it is to be preserved, a number of principles need to be respected. These are: 1) Social realism is essential, 2) Reliable attachments matter, 3) Emotionally mature collaboration has to be sought, 4) We must accept gender differences, 5) A balance of power and mutual respect has to be established, 6) The partners must choose wisely, 7) The parties need to create a fairly negotiated division of labor, 8) Children come first, and lastly 9) The poor too are entitled to intimate justice. Five moral principles similarly apply. These are: honesty, personal responsibility, fairness defined as universality, individual liberty, and a commitment to family stability. When these structural and moral principles are valued, the prospects of constancy are vastly improved.*

**8:00- 9:15 AM**

**SESSION 15**

**Blue Gill**

### **Theory**

Moderator: David Broad, University of North Georgia

### **A CRITICAL ANALYSIS OF ALDON MORRIS'S *THE SCHOLAR DENIED: W.E.B. DUBOIS AND THE BIRTH OF MODERN SOCIOLOGY.***

George K. Danns, University of North Georgia, [George.danns@ung.edu](mailto:George.danns@ung.edu)

*Aldon Morris has written a path breaking study on the contribution of WEB Dubois to the founding and development of sociology as a social science in America. Dubois work was widely known and impacting. Yet, because of systemic racism, he received little acclaim from fellow sociologist of his day and was not credited for his contributions to the discipline which they nevertheless sought to emulate. He was, Morris argued, a "scholar denied." Dr. Morris and I simultaneously attended the State University of New York at Stony Brook. We were enamored with the same culture of critical thinking by our professors such as: Lewis Coser, Charles Perrow, Michael Schwartz, Paget Henry. Both he and I knew nothing is perfect in scholarship. Nothing is absolute in science. Aldon Morris's great book is an exegesis of American sociology and a condemnation of the social organization of the discipline and American society which he saw as defined by racism. This paper is an effort to do a critical analysis of the work of a friend.*

### **Parallel lines of formal and experiential authority in the U.S. Army: Lessons for other institutions, such as higher learning?**

David Broad, University of North Georgia, [david.broad@ung.edu](mailto:david.broad@ung.edu)

*A common experience of people in complex organizations, and even small organizations, is that those who have the formal authority in the organization often ignore the value of the experience of people formally subordinate to them. The U.S. Army has a system of parallel lines of authority – one the formal system where there is a linear rank hierarchy from four-star*

general down to private, and the other a system of placing experienced enlisted personnel in support roles of officers at every level of organization. This system could be a model for other institutions, including academe.

**SATURDAY 9:30-10:45 AM CONCURRENT SESSIONS**

**9:30-10:45 PM**

**Session 16**

**Ballroom D**

**Gender**

Moderator: Alison Hatch, Armstrong State University

**Case of the Camo: The Relationship between Hunting Media and Father-Son Interaction**

Walker Lee, Valdosta State University, wvlee@valdosta.edu

*Despite current research on patriarchal family dynamics, little is known about father-son interaction. Social institutions have established certain norms between fathers and their sons. In southern culture it is imperative that boys learn to hunt, and media is one example that establishes this norm. This study uses content analysis to see how hunting magazines use images of fathers and sons to establish hunting as a stereotypical father/son activity.*

**Title IX in the DeVos Era**

Alison Hatch, Armstrong State University, Alison.hatch@armstrong.edu

*The Obama Administration made combating campus sexual assault a priority. Among many initiatives, the "Dear Colleague" letter written by then Assistant Secretary of Civil Rights Russlynn Ali, provided guidance to colleges and universities on how to handle sexual assault. The guidance proved to be controversial, as some felt that the standard of proof required stacked the decks against the accused. On the other hand, campus sexual assault survivors and advocates welcomed such guidance, arguing it finally made colleges and universities take sexual assault seriously.*

*In the new political landscape, Trump Administration Education Secretary Betsy DeVos has rescinded Obama-era Title IX guidance, citing, in part, concern about equitable treatment towards students who are accused of assault. The new interim guidance shifts the standard of proof from "preponderance of the evidence" to "clear and convincing." While some herald the changes, college sexual assault survivors and advocates are concerned for the loss in perceived gains in combating campus sexual assault. This paper will discuss the DeVos-era changes to campus sexual assault guidance and the resulting controversy.*

**Women in the Men's World: Why Female Engineers Leave or Stay in Male Dominated Industries**

Yeju Choi, Kennesaw State University, ychoi12@kennesaw.edu

*While some female engineers argue that they feel discriminated against in their field, others contend that they feel empowered. Why do these female professionals have such opposite experiences in male-dominated occupations? In order to answer this question, this research examines overarching and in-depth experiences of female engineers and presents the factors that motivated them to become engineers, the factors that lead to their job satisfaction or dissatisfaction, and that eventually make them to leave the profession. The findings of this study will contribute to the understanding of female employees' experiences in male-dominated professions. Also, this study will help employers and organizations understand female employees' workplace experiences in the engineering profession.*

**Gender-Stereotyped Perceptions of Newborns: The Eye of the College Student Beholder**

David L. Strickland, East Georgia State College, [dstrick@ega.edu](mailto:dstrick@ega.edu)

David Altamirano, East Georgia State College

Harry L. Vogel, East Georgia State College

Susan E. Bragg, East Georgia State College

*Inspired by classic research on sex-role typing of infants by primiparous parents (Rubin, et al., 1974), this study examined sex-role typing among college freshmen. Respondents rated an infant using the adjective scale employed by Rubin, et al. under three conditions: presumption of male, female, or no presumption. Because of their influence on the socialization of children and sanctions against individuals who do not acquiesce, sex-role stereotyping tendencies persistent in society have implications for social justice.*

**9:30-10:45 PM**

**Session 17**

**Blue Gill**

**Pedagogy**

Moderator: Sherry P. Smith, Georgia State University-Perimeter College

**Inviting Students of all Careers into Sociology**

Sherry P. Smith, Georgia State University-Perimeter College, [ssmith90@gsu.edu](mailto:ssmith90@gsu.edu)

*How can sociology benefit sociology majors and non-majors alike? This presentation focuses on potential offerings of an introductory course for all students. We will discuss exercises and activities that engage their awareness of themselves as social beings (building on Cooley's looking-glass self) as well as how sociological theories can optimize their search for a job (applying dramaturgical theory and network analysis). We will conclude with a sharing of ideas of what works well in the classroom for all participants of this session.*

**Encouraging Global Engagement in the Classroom and Beyond**

Orsolya Kolozsvari, College of Coastal Georgia, [okolozsvari@ccga.edu](mailto:okolozsvari@ccga.edu)

*In an increasingly global world, it is becoming essential for sociology courses to address global*

*perspectives and enhance students' understanding of the world beyond their local communities and homelands. My proposed presentation will discuss strategies, practices, and specific assignments to encourage global engagement in and outside of the classroom.*

**University to Middle-School: combining scholarship & service**

Tiffany A. Parsons, University of West Georgia, [tparsons@westga.edu](mailto:tparsons@westga.edu)

*This paper provides an overview and evaluation of an on-going structured mentoring program pairing college women of excellence with middle-school girls who have previously demonstrated behaviors or have demographic characteristics that put them at-risk of not graduating from high school. Beyond the goals of enhancing academic performance and developing life/work skills of girls and young women, an additional goal is to create a program/intervention that can be successfully replicated at low cost.*

**"Guess Who" and the Reduction of Race Talk**

Alicia Brunson, Armstrong State University, [alicia.brunson@armstrong.edu](mailto:alicia.brunson@armstrong.edu)

*Millennial students are characterized as being tolerant and accepting of racially marginalized groups. However, millennial students are instead socialized how not to speak about race. On the first day of a race and ethnicity course, students played a live action version of the Hasbro game "Guess Who." Student pair groups speculated why their partners asked and avoided certain questions. Students also reflected on their own responses. This same procedure was repeated at the conclusion of the course. Content analysis of written responses of the pretest were assessed and found that students do not speak about race. Content analysis of the post-test responses reveal that students' responses did not indicate colorblindness after taking a course on race and ethnicity.*

**9:30- 10:45 AM**

**SESSION 18**

**Bass & Perch**

**Race and Inequality**

Moderator: Allen Hyde, Georgia Institute of Technology

**The Price of Protest: Differential SES Gains by Race after Protest Events**

Melinda D. Johnson, Emory University, [Melinda.Dawn.Johnson@Emory.Edu](mailto:Melinda.Dawn.Johnson@Emory.Edu)

*Racial equality is one cornerstone of social justice. Therefore, this paper provides an integrated framework for understanding racial inequalities by linking Blumer's (1958) symbolic interactionist theory of racism to Omi and Winant's (1994) racial formation theory to understand the relationship between white residents' perception of threat, the rearticulation of racialized civic reforms, and the ramifications of white pushback on racial disparities in education and home values subsequent to historical events characterizing the Civil Rights Movement.*

## **Status and Survival: Natural Disasters and Their Effects on Women and Children in Developing Countries**

Chelsea Marty, Valdosta State University, [csmarty@valdosta.edu](mailto:csmarty@valdosta.edu)  
Kalin Goble, Valdosta State University

*Sociology explores how social status impacts our quality of life, on both micro and macro levels. This paper aims to elaborate on and demonstrate that idea, specifically in the context of natural disasters and their effects on women and children in developing nations. With the collection of relevant data for content analysis, as well as the application of both conflict and intersectional theory, we intend to make evident the relationship between social status and survival.*

## **“Teaching as the ‘other’: Reflections & lessons on teaching while straight, white, & middle-aged at minority institutions.”**

Pamela Pitman Brown, Albany State University  
Kelly Niles-Yokum, University of LaVerne (California)

*Being the “other” may create challenges in teaching; especially culturally appropriate material, which does not reflect one’s own background/upbringing. While it is important to harness commonness within the classroom, it is also important to note difference, realizing the “other” (instructor) may not understand knowledge, skills, and tastes (cultural capital) which are common to members of the dominant (class/students) group. This presentation discusses teaching as “other,” within culturally diverse social justice courses.*

### **SATURDAY 11:00-12:15 PM CONCURRENT SESSIONS**

**11:00-12:15 PM**

**SESSION 19**

**Ballroom D**

#### **Teaching Global Social Justice**

Moderator: Jamie MacLennan, Georgia Southwestern State University,

#### **Teaching Global Social Justice**

Jamie MacLennan, Georgia Southwestern State University, [Jamie.Maclennan@gsw.edu](mailto:Jamie.Maclennan@gsw.edu)

*As the concern for social justice has increased in society and on college campuses nationwide, it is imperative for educators in relevant disciplines (like sociology) to have a coherent and sensitive approach to discussing issues of social justice in the classroom. In this panel we will discuss some of the approaches to teaching global social justice.*

#### **Teaching Global Social Justice at Historically Minority-Focused Institutions**

Wendell Johnson, Kennesaw State University, [wjohn129@kennesaw.edu](mailto:wjohn129@kennesaw.edu)  
Pamela Pitman Brown, Albany State University, [Pamela.brown@asurams.edu](mailto:Pamela.brown@asurams.edu)

*Social justice ideology remains as controversial as the social issues the concept has been applied to address. Political/economic/social connotations of social justice perspectives can be as controversial as the inherent inequalities embedded in domestic movements. Minority scholars have argued for a broadened international perspective, but their position has not garnered much attention. Developing effective teaching methods engaging and broadening minority students' perspectives on the interface between social issues and social justice is timely and relevant.*

**Community Engaged Scholarship: Experiences & Encouraging Student Participation** Tiffany A. Parsons, University of West Georgia, [tparsons@westga.edu](mailto:tparsons@westga.edu)

*In recent years, we have seen a push toward connecting the academy to the community. For social scientists, this often comes in the form of studying community-level problems, sharing our knowledge with nonprofit and civic organizations, compiling and making useful data accessible to lay persons, and leading hands-on learning opportunities for our students.*

**11:00-12:15PM**

**SESSION 20**

**Bass & Perch**

**Workshop on Applied and Public Sociology: Social Movements, Activism, the Scholar-Activist and the Professor's role(s)**

Dr. Anne Borden, Western Governors University

*This year's Workshop on Applied and Public Sociology will explore the theme: "Social Movements, Activism, the Scholar-Activist and the Professor's role(s)." This year has brought many opportunities for civic engagement, including the Women's March, the March for Science and Black Lives Matter. The following is a list of topics for discussion and exploration:*

- *Challenges and Opportunities for Activism in our Communities and Campuses*
- *Writing and Publishing as a Scholar-Activist*
- *Strategies for Leading Student Discussions*
- *Service-learning and Activism*
- *Faculty Participation in Campus Marches/Protests*
- *Teaching Social Theory in a Context of Activism*
- *Supporting Student Activist Groups as a Faculty Advisor*

**11:00-12:15PM**

**SESSION 21**

**Blue Gill**

**Culture and Social Media**

*Moderator: Ned Rinalducci, Armstrong State University*

***Social media and lack of oversight in reporting leads to lack of civility.***

Thomas Caiazzo, East Georgia State College, [tcaiazzo@ega.edu](mailto:tcaiazzo@ega.edu) and David Altamirano, East Georgia State College, [daltamir@ega.edu](mailto:daltamir@ega.edu)

*The definition of social media is reviewed. The impact of open online media as a divisive force with negative effect on the civility and political beliefs of students is addressed.*

**A Week of Voting Dangerously: An analysis of Media Frames Covering the Independence Referendums in Iraqi Kurdistan (9/25) and Catalan Spain (10/1)**

Ned Rinalducci, Armstrong State University, [ned.rinalducci@armstrong.edu](mailto:ned.rinalducci@armstrong.edu)

Jolene Byrne, Georgia Southern University, [rjobyne@gmail.com](mailto:rjobyne@gmail.com)

Sarah DesLauriers, Armstrong State University

*Voters in Northern Iraq (Iraqi Kurdistan) and the Northeast corner of Spain (Catalonia) both voted on referendums for independence from their respective countries within six days of each other. Both elections made news and both were met with mixed responses from the international community and condemnation from their “national” governments. This paper analyzes news media reporting on both referendums and compares the various media frames used to explain the differences and similarities of these two cases.*

**Musical Highway: A Political History of Social Movements and the Role of Popular Music**

Lara A. Wessel, Armstrong State University, [lara.wessel@armstrong.edu](mailto:lara.wessel@armstrong.edu)

*Societies are an evolution continually in motion. Societies have evolved in terms of access to politics, civil rights and liberties, and both political and cultural norms. The response of government to demands for access has been just that – a response. Throughout the evolution of societies, social movements of various types and scales have preceded government response, and changes to the law.*

*A key component of a social movement is popular music, and the role music plays in transmitting political messages, defining the grievances and demands of society, and providing a unifying symbol of the grievance.*

*This paper analyzes popular music during key time periods throughout U.S. history. By analyzing social movements and music during critical periods of U.S. history, we view change through the lens of various segments of the population, and better understand the force music can have in defining, and perhaps prompting, the demands of a people and the response of governments.*

**SATURDAY 12:30 PM**

**12:30 PM**

**Ballroom E**

GSA Incoming and Outgoing Executive Board Meeting and Lunch

***Thank you!***

On behalf of the Georgia Sociological Association, we want to thank you for attending the 52th annual meeting on Global Social Justice. We hope that you found the conference informative and worthwhile. The primary goal of this conference was to bring together professionals from around the state in order to discuss issues related to global social justice and to develop possible strategies to become aware and more engaged. Thank you to all for taking the time to prepare and present your work. A special thank you to the members of the executive board for their dedication to GSA and their planning and hard work to assure a successful conference.

Respectfully,  
Carly Redding  
University of North Georgia

### Presidents of Georgia Sociological Association

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

### Sociologist of the Year Award Winners

Peggy Herrman	2001-02	Claire Sterk	2009-10
Robert Agnew	2002-03	Lana Wachniak	2010-11
Jacqueline Boles	2003-04	Miriam Boeri	2011-12
Douglas Bachtel	2004-05	Michael Hodge	2012-13
Catherine Meeks	2005-06	Ralph LaRossa	2013-14
Barbara Karcher	2006-07	Linda Grant	2014-15
Sandra Stone	2007-08	Kathleen Lowney	2015-16
Charlie Jaret	2008-09	Jody Clay-Warner	2016-17

### Meritorious Service Award Winners

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

## NOTES