



50 Years of Building Bridges: GSA's Legacy and Future of Crossing Divides

Georgia Sociological Association
2015 Annual Meeting



October 15-17, 2015

Jekyll Island Club

Jekyll Island, Georgia

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Letter from GSA President Michallene McDaniel



Welcome to the 2015 Annual Meeting of the Georgia Sociological Association! We have an exciting program filled with research presentations from scholars from all around the state. Some are old friends, and others are joining us for the first time. I hope everyone enjoys the friendly, collegial atmosphere that is the hallmark of our annual events.

This conference marks fifty years since the first meeting of this organization. That meeting took place in an environment of racial segregation, when not all members were welcome to stay in the conference hotel. Female members of the organization could not open credit accounts in their own names. The U.S. was on the verge of major social upheaval. Sociologists helped to shape the conversations of the day, and provided data and analysis vital to the social movements of the day.

Fifty years later, people still need sociology. Specifically, Georgians need sociology. As our state continues to undergo significant population growth and demographic change, sociologists have ongoing opportunities to help bridge the gap between people's perceptions of change, and the actual impacts of that change.

When I conceived of the theme for this conference, the image of bridges kept coming to mind. As sociologists, we bridge the gap between public perceptions and reality. We bridge the gap between data and theory. As an organization, we maintain bridges between public and private colleges and universities within our state. We maintain connections between scholars across the state. Our research crosses the boundaries between disciplines and methodological approaches. And this year, we span the fifty years of history from when we first began.

To me, one of the most important elements of the GSA are the social bridges that form between our members over time. The GSA is certainly about sociology, but it is also about friendship. Over the years, the members of this organization have provided invaluable support to me professionally and personally. This is particularly true this year, when I would have been lost without the gracious assistance of the rest of the Executive Board. Not all states have the equivalent of a GSA, and I believe it's important that we continue to nurture this very special organization. Fifty is the new thirty!

Thanks to everyone who helps put this conference together. I hope everyone has a great time!

Michallene

Highlighted Events



Plenary Keynote Speaker

Georgia Sociological Association's 2014-15
Sociologist of the Year

Linda M. Grant

Emeritus Professor of Sociology, University of Georgia

"The Changing Face of Gender Inequality in Faculty Pay: Implications for Remedies"

11:00am-12:00pm, Friday

Club Ballroom



Plenary Speaker

Jolene Byrne

Savannah-Chatham County School Board President

"Leadership, Politics, and Gender: Understanding Personal Experience
through a Sociological Lens"

5:45-6:45pm, Friday

Club Ballroom

Hans Mauksch Teaching Workshop

"Social Media in and Out of the Classroom: Promises and Perils"

5:00-6:15pm, Thursday

Club Ballroom

Business Lunch and Awards Ceremony

Lunch included with conference registration

12:15-1:15pm, Friday

DuBignon Room

Sociological Research Workshop

"Bridging the Gap between Traditional Scholarship and Engaged Scholarship"

3:00-4:00pm, Friday

Club Ballroom

Applied Sociology Workshop

"Sociology outside the Classroom"

11:00am-12:15pm, Saturday

DuBignon Room

Presidential Reception (cash bar)

Silent Auction – proceeds go to assist students with conference travel

6:45-8:00pm, Friday

Club Ballroom

50 Years of Building Bridges: GSA's Legacy and Future of Crossing Divides

GEORGIA SOCIOLOGICAL ASSOCIATION
2015 ANNUAL MEETING
OCTOBER 15-17, 2015
JEKYLL ISLAND CLUB, JEKYLL ISLAND

PROGRAM SCHEDULE

THURSDAY 3:00 PM

3:00-6:00 PM

Conference Registration

Ballroom Veranda

3:00-4:00 PM

Board of Regents Advisory Committee Meeting

Pulitzer Room

THURSDAY 4:00 PM

4:00-5:00 PM

Journal Editorial Board Meeting

Pulitzer Room

THURSDAY 5:00-6:15 PM

5:00-6:15 PM

Club Ballroom

Welcome and Opening of the Conference: GSA President Michallene McDaniel

Hans Mauksch Teaching Workshop - Social Media in and Out of the Classroom: Promises and Perils

Panelists:

Cenate Pruitt, University of North Georgia
Kathy Dolan, Georgia Perimeter College

This workshop will present some of the pros and cons of using social media in academia today. We will discuss resources available to sociologists on social media, trade tips for using social media in the classroom environment, as well as consider the potential hazards of being a public sociologist in the digital realm.

THURSDAY 6:30 PM

6:30 PM

Aspinwall Room

GSA Executive Board Meeting and Dinner

FRIDAY 8:00AM

8:00 - 5:00 PM

Ballroom Parlor

Conference Registration

8:00-9:30 AM

Ballroom Parlor

Coffee, Pastries and Book Exhibit – Sponsored by Pearson Publishing

FRIDAY 8:00-9:15AM CONCURRENT SESSIONS

8:00-9:15 AM

SESSION 1

Federal Reserve/Aldrich

Five Moves Ahead: Effectively Practicing the Sociological Advantage

Moderator: Karen Young, Clayton State University

The Sociological Advantage

Rodger Bates, Clayton State University, rodgerbates@clayton.edu

Sociology is in a significant decline as a relevant social science. To reverse this decline the discipline needs to develop useful theoretical propositions and pedagogical practices which have important societal implications. It needs to embrace its potential for social management and the application of sociological principles at the individual, group, organizational, and societal levels. By understanding the social environment and the patterns or forms of social interaction, the informed sociologist and practitioner may be able to effectively practice the sociological advantage, possibly even five moves ahead.

Teaching the Sociological Advantage

Karen Young, Clayton State University, karenyoung@clayton.edu

What does teaching the sociological advantage consist of? Through a combination of pedagogy and mentorship, it teaches students to become involved in participatory action through peaceful resolution of conflict in global and community environments as a result of participating as delegates in Model UN programs. And, when encouraged to travel beyond their own home classrooms by participating in study abroad programs in other countries, it increases a student's global awareness and changes their perception not only of themselves, but their perception of the world and the communities they seek to live and work in. When

teaching the sociological advantage, students become, more often than not, transformed into social change agents who don't just view their communities and their environments as places where change is necessary, but they actively seek to make positive and meaningful changes in these same communities and in the world at large. It is a process that stretches students beyond their potential, prepares them for a life and career of servant leadership, and provides them with the kinds of tools that essentially can put them five moves ahead.

Learning the Sociological Advantage

Darrell Campbell, Clayton State University

My experience as a student learning the sociological advantage was facilitated by the study of such works as Joe R. Feagin's & Vera's "Liberation Sociology". It was also enhanced by my participation in Model United Nations programs, and by traveling to study abroad in other countries. All of these factors together awakened within me an increased awareness of myself. My former perception of who I thought I was had changed as I was transformed into a different person, one who was more aware of the needs of others who were around me. Subsequently I became filled with more empathy, I became increasingly more motivated to living a higher purpose as a rising social change agent, and I become more enlightened that my actions could make a real difference in improving the lives of others.

Applying the Sociological Advantage in Everyday Life

Keokuk Knight, Clayton State University

As a newly transformed agent of social change and social justice, I have incorporated and operationalized important aspects learned from the sociological advantage into not only my own personal life but in the everyday lives of others as well. I now shoulder the responsibility gained through this transformative experience by active involvement in participatory action civic and community endeavors. Through counseling, personal coaching, networking, community activism, town-hall meetings, and encouragement to others, applying the sociological advantage in everyday life has resulted in my ability to be better equipped than at any other time previously in my life to help other individuals in significant ways on their life course journey. This has resulted in fostering increased awareness of self, better problem solving techniques, and help in the process toward becoming "self-actualized humans," something which, according to Abraham Maslow, is one of the pinnacles of human development.

8:00-9:15 AM

SESSION 2

Club Ballroom

The Use of Narratives

Moderator: Winston Tripp, University of West Georgia

History as an Embodied Daily Accomplishment: Institutional Practices, Tour Interactions and the Construction of Heritage Narratives

Sara F. Mason, University of North Georgia, sara.mason@ung.edu

This article draws on three years of ethnographic research at a plantation museum. I examine how histories are made day-to-day through tour interactions and institutional practices. I argue that history is best understood as something that is done. In order to understand this construction, or “doing,” I examine institutional practices, shifting institutional concerns, and tour interactions in relation to tour discourse about slavery. I conclude that history is best understood as an embodied practice.

Drug Use Patterns and Drug Use Preferences: Mechanisms in Teen Behaviors in their “Presentation of Self”

Maggie McCarter, Berry College, maggie.mccarter@aol.com

Using Goffman’s theory of the presentation of self and everyday life and the focus group method, this paper examines the meaning of drugs as an image creating mechanism. The social milieu of the teenage years includes a range of sources that seemingly pressure youth to establish their identity. Goffman’s framework is used to examine teen “performances” in terms of the core elements of performances: team, audience, and actors. Subjects include youth who are active members of a local coalition whose mission is to develop initiatives that raise awareness about drug use among teens. These youth attend together monthly coalition meetings, but go to different high schools. Two separate focus group sessions provide the narrative data for this study. From this study, data suggest that both drug use patterns and specific drugs used are interpreted as an intentional, integral part of the teenage image making process.

Social Factors Affecting Media Analyses of Wildland Fires

Winston Tripp, University of West Georgia, wtripp@westga.edu

Danielle Kozusnik, University of West Georgia

In this research we extend recent social science research on the societal factors affecting wildland fires by analyzing different media narratives used when reporting on wildland fires. We conduct content analysis on 47 newspaper articles which were randomly selected between 2000 and 2010 throughout the contiguous United States. We find that three distinct themes emerged from the analysis, a “disaster” narrative, an “economic” narrative, and to a lesser degree an “ecological process” narrative.

8:00-9:15 AM

SESSION 3

Alexander Room

Roundtable: Is Writing Still Relevant for the Sociology Undergraduate?

Laurel Holland, Georgia Gwinnett College, lholland@ggc.edu

Paul Luken, University of West Georgia, pluken@westga.edu

Orsolya Kolozsvari, College of Coastal Georgia, okolozsvari@ccga.edu

What should we be teaching sociology undergraduates about writing in the digital age? Has formal writing become passé in a classroom of students who conduct research on their iPhone, communicate their opinions on Twitter, and make social plans on their Facebook

account? In this roundtable session we discuss our own experiences with writing in the classroom and postulate about the future of writing for sociology majors. We invite others to join us.

FRIDAY 9:30-10:45AM CONCURRENT SESSIONS

9:30- 10:45 AM

SESSION 4

Federal Reserve/Aldrich

Sociology in the Classroom

Moderator: Thomas R. Hochschild Jr., Valdosta State University

Building Bridges through Teaching and Research on Southern Identities

Orsolya Kolozsvari, College of Coastal Georgia, okolozsvari@ccga.edu

Elisabeth Tasciotti, College of Coastal Georgia

Derek Jackson, College of Coastal Georgia

Christopher Tyler Sands, College of Coastal Georgia

This presentation explores teaching and research on Southern culture, identities, and their intersections with race, class, gender, and sexuality. The presentation highlights suggested texts, assignments, and approaches to teaching Southern identities from an interdisciplinary perspective, emphasizing both a professor's and students' experience. Students will also briefly share their own research on intersecting Southern identities. As an illustration, one of them will discuss his analysis of Disney's Song of the South.

Statistical Literacy for Applied Sociology: From Conceptualization to Operationalization

Carl M. Hand, Valdosta State University, chand@valdosta.edu

Ginger Macheski, Valdosta State University, macheski@valdosta.edu

Statistical literacy has become increasingly important in a world dominated by ever burgeoning amount of quantitative information. In preparing students to meet these demands, students' learning experiences must expand beyond the classroom and into real world and applied uses of statistics. Statistical literacy is an abstract concept that has both shared understanding but also unique qualifications across different disciplines. This paper proposes a definition of statistical literacy that is applicable for a program in applied sociology and then operationalizes the concept in terms of learning goals and possible approaches for an undergraduate sociology course.

Grounding International Service-Learning in Social Science

Thomas R. Hochschild Jr., Valdosta State University, trhochschild@valdosta.edu

Irina McClellan, Valdosta State University, ibmcclel@valdosta.edu

The authors lead U.S. students on a study abroad trip to St. Petersburg, Russia. We designed a sociology service-learning course titled Urban Social Problems in the U.S. in Russia. Our primary substantive topic was homelessness, and social issues related to homelessness. We utilized ethnographic studies of homelessness, statistical data, sociological theories, class discussions, videos clips, guest speakers, personal journal reflections, and community service to create a dynamic learning experience. Based on a pre-test/post-test assessment, post-test follow-up questions, journal reflections, and a final exam, we argue that international service-learning is ideal when grounded in social science.

9:30- 10:45 AM

SESSION 5

Club Ballroom

Student Papers – The College Experience

Moderator: Cenate Pruitt, University of North Georgia

Getting to the Greek

Marion Tanis – Kennesaw State University, ideas@mariontanis.com

As with most dominant institutions, Greek letter societies in America remain largely unquestioned. I discuss the interaction of race, class, and gender within the context of Greek life at two large universities in the Southeast. Through an anthropologically based ethnography, I found a multi-coded social sphere with an institutionalized erotic marketplace. This paper largely discusses gender strategy within socially privileged students. It also provokes discussion for future research concerning implications of Greek life in the South.

Memory, Learning, and Stress Experiment

Samantha Barwick, College of Coastal Georgia, 920069175@student.coga.edu

Victoria Jacobs, College of Coastal Georgia

The research that was conducted in this experiment was to find relations between several variables. We proposed two hypotheses; (1) non-traditional college students will have lower test accuracy compared to traditional students, and (2) stress is related to memory and learning. 32 students aged from 20-55, participated. We used an Online Psychology Lab experiment titled “Learning and Memory” and the Inventory of College Students Recent Life Experiences.

How the Early Intervention Program Impacts Students in Poverty

Mary Davis, Abraham Baldwin Agricultural College, mdavis35@stallions.abac.edu

This study focuses on a quantitative secondary data analysis. The purpose of the study is to show how the early intervention program at Cook Elementary School impacts poverty-stricken students. The instrument used to measure the impact of the program were the scores from the Criterion Reference Competency Test (CRCT). CRCT scores from students enrolled in EIP math and EIP reading were compared to the scores of students not receiving EIP services. Race and gender differences were also examined.

9:30- 10:45 AM

SESSION 6

Alexander Room

Workshop: An Overview and Introduction to Structural Equation Modeling for Sociologists

Brandon K. Attell, Georgia State University, battell1@gsu.edu

In this workshop, I take an applied approach to provide participants an overview and introduction to SEM. Emphasis is placed on basic concepts in SEM, starting with when SEM is an appropriate analysis, the advantages and disadvantages of SEM, and the role of theory in modeling complex relationships. Within the time constraints of the workshop, we will also discuss how to specify, identify, estimate, and interpret basic SEM models derived from existing data.

FRIDAY 11:00AM - 12:00PM

11:00AM-12:00 PM

Club Ballroom

Keynote Plenary: Linda Grant, GSA Sociologist of the Year

The Changing Face of Gender Inequality in Faculty Pay: Implications for Remedies

Linda Grant is professor emeritus of sociology and an affiliated faculty member of the Institute for Women's Studies at the University of Georgia, where she taught from 1985-2012. Prior to her stint at UGA she taught in the Department of Sociology and the School of Medicine at Southern Illinois University in Carbondale. At UGA she was co-director of the National Science Foundation-funded Summer Workshop in Qualitative Methods. Her primary teaching has been in the areas of gender, medicine, social psychology, and qualitative methods. Her research has focused on the effects of race and gender, in combination, in educational settings of all levels, experiences of women in scientific and medical careers, professional socialization and work and family balance among young physicians, and diversity in approaches in qualitative research. She received her undergraduate degree in journalism, with a minor in Sociology, from the University of Kentucky, her M.A. in Sociology from Wayne State University, and her Ph.D. in Sociology from the University of Michigan—Ann Arbor in 1981.

FRIDAY 12:15-1:15PM

12:15-1:15 PM

DuBignon Room

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

FRIDAY 1:30-2:45PM CONCURRENT SESSIONS

1:30-2:45PM

SESSION 7

Federal Reserve/Aldrich

Immigrant Experiences

Moderator: Tracy Woodard, Valdosta State University

Immigrants in Care Work

Rita Thomson, Georgia State University, rita@atrt.org

Immigrants are disproportionately employed in the low end of the labor market. Three immigrants working in home health care were interviewed. Their experiences as immigrants entering the United States and finding employment are related. Their experiences as home health workers are compared and contrasted to descriptions of care work in the literature and the construction of an identity as a caring self.

Shopping for Citizenship: An Analysis of North American Migration to Ecuador

Neema Noori, University of West Georgia, nnoori@westga.edu

Based on ethnographic research conducted from August 2014 to May 2015, this article analyzes the growing migratory movement of North Americans, from Canada and the US, to Ecuador. My paper makes two arguments vis-à-vis this migratory movement: first, I argue that the movement highlights shifts in contemporary notions of citizenship, one in which the rights, responsibilities, and benefits of citizenship are increasingly weighed according to the comparative value that they bring to their holders. Second, this migration represents a growing trend in which the costs of caring for aging or vulnerable populations are shifted to the Global South, in this case Ecuador.

Crossing Divides: A Trans-Feminist Analyses of Latina Women's Immigration Stories

Tracy Woodard, Valdosta State University, tmeyers@valdosta.edu

Using a Trans-Feminist Analyses, this paper discusses findings from an ethnographic research project conducted by the author. Eight Mexican women were interviewed concerning their immigration experiences to the United States. The paper will discuss the reasons women decided to immigrate to the United States, their experiences during the journey through the desert, their lives since coming to the United States, and what they continue to need in order to live a fully productive life. Since the majority of undocumented border crossing

immigration research and media attention concerns men, this project gives a voice women's crossing experiences.

1:30- 2:45PM

SESSION 8

Club Ballroom

Politics, Power, and Policy-Making

Moderator: Melvyn L. Fein, Kennesaw State University

The Jekyll Island Club and the Creation of the Federal Reserve System

David Broad, University of North Georgia, david.broad@ung.edu

The Jekyll Island Club was established in 1886 at the time when the industrial corporate oligarchy and especially its banking sector was consolidating its hold on the U.S. economy. In 1910, a cadre of the Club met at the Club facilities on Jekyll Island and planned the creation of the Federal Reserve System which has insured their social, cultural and institutional descendants' hold on the U.S. economy for over a hundred years.

A Path to Utopia in Modern Societies: An Examination of Erik Wright's Thesis

Harry L. Vogel, East Georgia State College, hvogel@ega.edu

H. Lee Cheek, Jr., East Georgia State College, lcheek@ega.edu

Dr. Erik Wright is considered by many sociologists and political scientists to be one of the most influential theorists regarding the creation of social utopias. He is the former president of the American Sociological Association and is Vilas Distinguished Professor of Sociology at the University of Wisconsin. In this paper we first deconstruct the theoretical components of his work on utopias, as well his assumptions on society, the state, and political economy. We then compare Dr. Wright's scholarship to those who have also critiqued how a utopian society would operate (particularly the writings of Sir Thomas More, Thomas Molnar, Eric von Kuehnelt-Leddihn, and Karl Mannheim) from historical, sociological, and political perspectives. This analysis will test the validity of Wright's criticisms of capitalism as a persistent source of degradation to all theories of utopianism, as well as the implication of his theories for social harmony as part of Wright's overall theory of utopianism. Finally, we examine the theoretical "usefulness" and originality of his blueprint for "reforming" capitalist societies into utopian societies. By doing so, this paper will delineate the feasibility, as well as the limitations, of his model for transforming modern societies into utopias.

Toward a Critical Understanding of the World/Global City Paradigm

Ravi Ghadge, Kennesaw State University, rghadge@kennesaw.edu

The "world/global city paradigm" has become a hegemonic discourse in the social sciences and policy-making. In the social sciences, the "paradigm" advocates a place-centered analysis of globalization, but it has also become a powerful policy rhetoric to justify restructuring of urban space in the South. Through a discursive critique of the "paradigm," this paper

highlights the particularistic origins of this framework and thereby questions its validity in explaining the emerging urban processes in the South.

Why Classical Revolutions Never Work

Melvyn L. Fein, Kennesaw State University, mfein@kennesaw.edu

A desire to radically alter society and to do so quickly is widespread. History, however, is not encouraging. Neither the French, Russian, Chinese nor Cuban Revolutions worked out as advertised. Why? Was there a problem with their leadership or is the difficulty more intrinsic? There is, in fact, reason to believe that the parameters underlying social change dictate that classical revolutions can never achieve their primary objectives. 1) Revolutionaries almost never accurately diagnose the grievance initiating a desire for change. As activists, they simplify their arguments in order to make them persuasive. 2) The solutions they recommend almost never work. More concerned with overthrowing the current regime, they never think through the details of how they will implement their ideas. 3) The resistance to change is invariably underestimated. As a result, radicals never consolidate their proposed changes. Revolutionaries, in general, tend to forget that reforms invariably build upon a foundation of tradition. As moralists and power seekers, they are more concerned with victory than with understanding the dynamics of social change.

1:30- 2:45PM

SESSION 9

Alexander Room

Workshop: Analyzing and Visualizing Data

Winston Tripp, University of West Georgia, wtripp@westga.edu

In the last decade, the U.S. has entered into the age of “Big Data”, in which everyone is constantly awash in data. Because of this, data analytics has become an important tool for many organizations and a desirable skill to learn for college students. This workshop examines ways to make data analysis more accessible to the public by discussing ways to simplify analyses and tell a more compelling story through the visual presentation of data.

FRIDAY 3:00-4:00PM

3:00-4:00 PM

Club Ballroom

Sociological Research Workshop: Bridging the Gap between Traditional Scholarship and Engaged Scholarship

Moderator:

Sara F. Mason, University of North Georgia, sara.mason@ung.edu

Panelists:

Michallene McDaniel, University of North Georgia, michallene.mcdaniel@ung.edu

Margaret Williamson, University of North Georgia, margaret.williamson@ung.edu

This year's research workshop and forum discussion will explore the gap, or perhaps the perceived gap, between traditional or basic research and engaged scholarship. The 2014/15 year at UNG was declared the "Year of Engagement." Echoing similar initiatives at other institutions, this move called into question some fundamental concerns about the nature of scholarship. Indeed, more and more universities are pushing faculty members to be "engaged scholars," yet definitions of what this means and its implications for tenure and promotion guidelines have yet to be worked out. What counts as "engaged scholarship"? How does this fit into the traditional "publish or perish" model? How can we measure the contribution of a tweet or a blog? Are universities prepared to extend the protections of academic freedom to work that happens outside of a peer review process? More and more evidence suggests not. How can university's best support faculty as they look for new and innovative ways to engage with communities? Our presenters will discuss their involvement with efforts to define engaged scholarship at the University of North Georgia and then we will move into a forum discussion of some of these broader issues and concerns.

FRIDAY 4:15-5:30PM CONCURRENT SESSIONS

4:15- 5:30PM
SESSION 10

Federal Reserve/Aldrich

Health Care & Patient Perspectives

Moderator: Linda A. Treiber, Kennesaw State University

"She can't hear you. She is dead." Exploring Public Responses to Physician-Assisted Suicide

Brandon K. Attell, Georgia State University, battell1@gsu.edu

In this presentation, I present preliminary findings from a content analysis of online responses to the recent obituaries of Brittany Maynard, who made national headlines when she ended her life at the age of twenty-nine via physician-assisted suicide. The results of my analysis indicate that individuals have positive, negative, and ambivalent attitudes toward PAS situated along the intersections of avoiding pain and suffering, being in control and dying on one's own terms, and the family.

Coping Mechanisms Post-Amputation: The Adult Retrospective Account

Rebecca Otwell, Wesleyan College, rcotwell@bellsouth.net

This study examined two questions: (1) what coping strategies do adolescents who have experienced limb loss utilize and how do they view themselves and their physical appearance? & (2) How are these factors different once they have entered into adulthood? Online data was collected from adults who had experienced amputation either prior to or during adolescence. Though too small for formal statistical analyses, its implications suggest physical disability may not be associated with psychological well-being.

Misdiagnosed!

Linda A. Treiber, Kennesaw State University, ltreiber@kennesaw.edu

Misdiagnosis is one of the most common types of medical errors, resulting in undue patient hardship, lengthened illness trajectory, and possible untimely or unnecessary death. In this paper, I present an analysis of what it means to be misdiagnosed based on in-depth interviews of former patients and their families who sought medical care and in the process were wrongly diagnosed. Included in the discussion are issues of power, trust, frustration, and loss.

4:15- 5:30PM

SESSION 11

Club Ballroom

Student Papers - Gender

Moderator: Michallene McDaniel, University of North Georgia

Gender Roles and their Effects on Attitudes towards Adoption

Jana Coleman, University of North Georgia, jlcole4236@ung.edu

Kristen McKay, University of North Georgia

Sallie Jackson, University of North Georgia

Laura Hyatt, University of North Georgia

Adoption has become a common phenomenon in the United States. Little is known, however, how gender roles shape adoption views among younger Americans. To offer first insights into this issue, this study surveyed 263 US college students via Amazon MTurk. The preliminary analysis of the data points toward a complex relationship between demographic factors, gender roles, and views on adoption. Future research should look into how previous experiences with adoption may moderate the observed interactions.

Wendy Williams as Strong Black Woman

Marion Tanis, Kennesaw State University, ideas@mariontanis.com

This paper discusses the depiction of Strong Black Womanhood (SBW) within the context of The Wendy Williams Show. With over 2.4 million daily viewers, the show clutches a top spot in the female demographic and gains popularity year after year. I discuss how the image of Black Womanhood is simultaneously weakened and novelized by the WWS. I also explore the implications concerning Black womanhood, perceptions of feminism, and social mobility among females in America.

Attitudes Influencing Gender Roles in America: A Religious Perspective

Anna McEntire, Kennesaw State University, amcenti1@students.kennesaw.edu

In the postmodern state of the American population it's a prevalent question as to why inequality among the genders exists. By providing insight into the origins of American institutions and their interconnectedness of America's dominating religion of Christianity one

can begin to see how it's so. These institutions, matched with a traditional audience in elections have kept these ideologies relevant.

Transgender Personal Ads – Transgirls and transguys looking for love, sex, and perhaps a little acceptance and validation on Craigslist

Suzanne McWhirter, Kennesaw State University, smcwhir1@students.kennesaw.edu

This research examines the personal ads of transgendered individuals in order to explore the types of personal relationships being sought out online, as well as exploring how this minority population engages with online personal advertising. Using established methodologies, this paper will explore the various types of descriptions transgendered individuals use to portray themselves in advertisements, as well as examining the kinds of interactions pursued.

4:15- 5:30PM

SESSION 12

Alexander Room

Social Change

Moderator: Christy Flatt, Gordon State College

Let's ACT UP Together: An Examination of How Social Networks Work in ACT UP

Ana LaBoy, Georgia State University, alaboy1@student.gsu.edu

Using the 15 interviews from the ACT UP oral history project, we examine the ways in which social networks contribute to individuals' involvement in the social movement group ACT UP.

The Continuing Impact of "Victim Responsibility": Rape Culture and Perceptions of University Responses to Sexual Assault

Marieke Van Willigen, Georgia Southern University, mvanwilligen@georgiasouthern.edu

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

In light of the national attention directed towards Title IX and campus sexual assault, colleges and universities are evaluating and revising procedures to ensure effective prevention of and response to assault on campus. In order for institutions to respond appropriately it is critical that they understand the climate which students currently face on campus. This data for this paper come from a 2014 Sexual Assault Campus Climate Survey taken by a random sample of 655 undergraduate and graduate students at a large southeastern university. Results indicate many college students feel that pressure to have sex is common on campus, and that fraternities are particularly dangerous environments. Circumstances impact students' perceptions of whether a victim is responsible for the assault against her/him. While many students report feeling a responsibility to intervene as a bystander, feelings of bystander responsibility are also mitigated by assessments of victim responsibility. Perceptions of the responsiveness of the institution are relatively negative, particularly among women and among individuals who have been victims of assault. Results indicate that universities have

significant work to do to reduce rape culture myths and improve perceptions of institutional responsiveness.

Is “Green” not Black?

Thomas E. Lehman, Paine College, tlehman@paine.edu

The environmentalist involvement of many Upper-Middle and Middle class Blacks and their communities is not publicized as part of the ‘Green movement’ story. Does this ‘failed linkage’ have something to do with the apparent apathy toward environmental concerns found among many Working-class and Poor Black individuals and their neighborhoods?

FRIDAY 5:45-6:45PM

5:45-6:45PM

Club Ballroom

Plenary: Jolene Byrne, Savannah-Chatham County School Board President

“Leadership, Politics, and Gender: Understanding Personal Experience through a Sociological Lens”

Jolene Byrne recently took office as the President of the Board for the Savannah-Chatham County Public School System. Byrne earned a B.A. in English, with a minor in Women’s Studies, from Armstrong State University, and taught high school English before earning an M.A. in Social Sciences at Georgia Southern University. Byrne has taught as a part-time instructor of sociology at Armstrong State University and Savannah State University. She is currently pursuing an Ed.D. at Georgia Southern University.

FRIDAY 6:45-8:00PM

6:45-8:00PM

Club Ballroom

Presidential Reception and Trivia (Cash Bar)

Silent Auction - proceeds go to assist students with conference travel

SATURDAY 8:00AM

8:00 – 11:00 AM

DuBignon Room

Conference Registration

8:00-9:30 AM

DuBignon Room

Coffee and Pastries

SATURDAY 8:00-9:15AM CONCURRENT SESSIONS

8:00- 9:15AM

SESSION 13

Aldrich Room

Social Inequalities

Moderator: Darina Lepadatu, Kennesaw State University

An Autoethnographic Reflection of How Experiences are shaped Through the Stigmas of the Homeless

Thomas Dailey, Columbus State University, dailey_thomas@columbusstate.edu

This paper is an autoethnographic exploration of how stigmas affect interaction with the homeless. It is through the reflection of my own actions and perceptions during chance meeting with a homeless man that has shown how influential these stigmas are in our society. Throughout this paper, I examine major stigmas of homelessness, providing evidence and insight into the social dynamics that shape our perceptions, influence our thoughts, and govern our interactions with the homeless.

Public Attitudes and Perceptions of Human Sex Trafficking: A Rural South Georgia Perspective

Matthew Daniel, Abraham Baldwin Agricultural College, mdaniel7@stallions.abac.edu

This research will analyze the public attitudes and perceptions with regard to human sex trafficking in rural South Georgia. Participants completed an online questionnaire on sex trafficking. The data acquired was the analyzed and compared with secondary data.

Stay-at-Home Motherhood and the Rising Gender Inequality in the US

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

The geography of stay-at-home motherhood shows that more than 30% of women are homemakers in the southern US. With the sad reality of 50% chance of divorce, a marriage has the same odds of making it to the end as to fail into pieces. Consequently, a half of the stay-at-home mothers, approx. 24 million women, will, sooner or later, become displaced workers. This paper looks at the unintended consequences of stay-at-home motherhood on the rising gender inequality in the US.

8:00- 9:15AM

SESSION 14

DuBignon Room

Science and Research - Obstacles in the Field

Moderator: Gail Markle, Kennesaw State University

Individual Confidence in Science in the United States

Anne Price, Valdosta State University, anneprice@valdosta.edu

Jesse Lane, Valdosta State University

Kimberly Reid, Valdosta State University

Science has a complicated relationship with the public in the U.S. However, recent criticism of science has been strong and organized, leading some to declare it a “war on science.” We examine factors shaping attitudes towards science among U.S. adults using the 2010-2014 WVS. Initial results show that men tend to more confident in science than women, that higher education leads to more confidence, and that higher religiosity is associated with less confidence in science.

Social Science Research in Cuba: Data-Mining the Void

Gail Markle, Kennesaw State University, gmarkle@kennesaw.edu

Cuba has experienced extraordinary social change since the Revolution of 1959, and has been virtually inaccessible to U.S. social scientists. One very significant change instituted by Castro in 2011 allows Cubans to engage in private entrepreneurship in about 200 activities. I traveled to Cuba in April 2015 to explore this nascent private sector. Using three self-employed business owners as cases, I describe the methodological problems involved in doing social science research in post-revolutionary Cuba.

8:00- 9:15AM

SESSION 15

Federal Reserve Room

Workshop: So, what do I do now? Navigating Activism within Academia

Ana LaBoy, Georgia State University, alaboy1@student.gsu.edu

The workshop will discuss navigating activism with academia. The workshop will examine a few pieces of literature about being an activist in academia, and conclude with a discussion with the audience about what it means to be an activist and an academic.

SATURDAY 9:30-10:45AM CONCURRENT SESSIONS

9:30- 10:45AM

SESSION 16

Aldrich Room

Race, Privilege and Symbolism

Moderator: Jennifer Padilla Wyse, Armstrong State University

Georgia College Students and Confederate Battle Flag Symbolism: A Comparison between 2001 and 2015

Donald Gregory, Reinhardt University, DG2@reinhardt.edu

Dylan Schulte, Reinhardt University

Ned Rinalducci, Armstrong State University, ned.rinalducci@armstrong.edu

In 2001, we administered a survey to Georgia College students around the state asking questions related to the Confederate Battle flag and its symbolism. We examined the students' views, ideas, and interpretations of confederate battle flag symbolism. The controversies surrounding confederate symbolism was reignited following the June 2015 racially motivated mass shooting at a Charleston, SC church and the subsequent heated debate about the confederate symbol. It is in this environment that we re-administered the survey to college students around the state of Georgia to compare and contrast similarities and differences in interpretations from then and now.

What's Your Privilege?

Brittany L. Current, East Georgia State College, bcurren@ega.edu

A brief background of the concept of ethno-privilege is presented by referencing some of the major works that outline the nature of White privilege. Secondly, the paper presents evidence of global ethno-privilege by referring to the relationship between the East and the West, Africa versus the West, and Blacks versus non-blacks to establish the trends in ethno-cultural privilege. Finally, the shifts in ethno-cultural privilege to establish the diminishing Anglo-privilege, is noted.

History and Race: Empowering Students Sociological Imaginations of Race

Jennifer Padilla Wyse, Armstrong State University, jennifer.wyse@armstrong.edu

Kyara Mejia, Armstrong State University

This study used a pretest-posttest design to determine if learning Cabral's theory of history and "Africana historical materialism" empowered students' sociological imaginations of race as a social structure. The results indicate that learning Cabral's theory of history and "Africana historical materialism" empowered students' sociological imagination of race as a social structure. In particular, the results reveal that the empowering of sociological imaginations of race as a social structure was statistically significant for students that identified as white.

9:30- 10:45AM

SESSION 17

DuBignon Room

Session 17: Crime and Criminal Justice

Moderator: Jewrell Rivers, Abraham Baldwin Agricultural College

Florida's Stand Your Ground Law: Factors Associated with Successful Defenses

Albert E. McCormick, Jr., M² Research and Consulting, amccormick919@comcast.net

This report follows up on previously published findings regarding Florida's Stand Your Ground (SYG) law. It is based upon 308 cases, from 2005 through 2012, in which SYG decisions have been rendered, examining those factors found to be associated with successful SYG defenses.

“There’s No Way I could have made it Without Help”: Access to Resources for Previously Incarcerated Mothers

Denise Woodall, University of North Georgia, denise.woodall@ung.edu

Eleanor Boothe, University of North Georgia, EMBOOT1445@ung.edu

Researchers conducted qualitative interviews with 4 formerly incarcerated mothers living in suburban communities of a large southeastern city in order to understand how they access social services. Using a social capital framework based on previous research, three pathways to resource acquisition were identified: formal, informal, and mediated. Data analysis suggests that mediated access significantly increased mothers’ perceived re-entry and child-reunification success. Implications for further research are discussed.

An Evaluation of an Electronic Monitoring based Pre-Trial Release Program

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

This research project examines a cohort of defendants’ who were allowed pre-trial release if they participated in an electronic monitoring program at the county level. Results indicate that the program was successful in both guaranteeing participants showed up for scheduled appearances and in saving jail costs.

Changes in the Perceptions and Experiences of Youth Involved in Prostitution

Jennifer McMahon-Howard, Kennesaw State University, jmcmaho7@kennesaw.edu

Over the past 10 to 15 years, there has been a push for a shift in the perception and treatment of youth involved in prostitution. Instead of viewing them as “juvenile prostitutes” and treating them as offenders, activists have argued that youth involved in prostitution should be viewed and treated as victims of the commercial sexual exploitation of children (CSEC). In this paper, I use in-depth, life history interviews with 26 former prostituted youth (between the ages of 19 and 51) to examine possible differences in the experiences of youth involved in prostitution before/after the start of the anti-CSEC movement.

The Roles of Faith-Based Organizations (FBOs) in the Criminal Justice System

Jewrell Rivers, Abraham Baldwin Agricultural College, jrivers@abac.edu

Shani Wilfred, Valdosta State University

Damon Jenkins, Valdosta State University

This research will assess the perceived and actual roles of Faith-Based Organizations in their community and in relation to working with offenders and the criminal justice system. The sample was selected using a combination of convenience and snowball sampling. Focus group sizes ranged from 2-5 participants. All focus groups were recorded using a digital audio recording device, and transcriptions of the focus groups were prepared. Researchers reviewed the transcriptions for recurring themes.

Strategies for Improvement: Public Health and Classroom Teaching

Moderator: Kathy Dolan, Georgia Perimeter College

The Relationship between Transportation and Community Health in South Central Georgia

Anne Price, Valdosta State University, annprice@valdosta.edu

Carl Hand, Valdosta State University, chand@valdosta.edu

Clandra Newson, Valdosta State University

Transportation planning is not typically seen as a pathway to improved public health. However, transportation infrastructure can facilitate or hinder people's safety and healthy lifestyle behaviors, with links to traffic fatalities, food deserts, obtaining healthcare, and exercise opportunities. The purpose of this project is to complete analysis of health issues affecting an 18-county region in south-central Georgia. Findings will assist in prioritizing planning projects in the region served by the Southern Georgia Regional Commission.

Healthcaring: The Development of a Gamified System for Health Activism as a Graduate Student Project

David Kirschner, Georgia Gwinnett College, dkirschner@ggc.edu

This paper presents a case of the development, implementation, and iteration of a gamified, graduate-student-driven, collaborative class project about community health activism. Students, researchers, and the local community refined a definition of "healthcaring" while trying to change people's health attitudes and behaviors through gamification. After contextualizing the project and discussing its theoretical and methodological foundations, the paper offers a discussion of its four phases, results, and potential futures.

Strategies for Improving the Classroom Experience

Tim Lubben, Kennesaw State University, tlubben@kennesaw.edu

How do we engage students in a way that helps them learn? One idea is to make class fun. Simplistic yet effective. This idea of creating a fun class has accomplished two key goals. First students actually want to come to class. This makes attendance tracking a non issue. If students want to come to class they will. Secondly, making the focus "fun" creates an environment where learning is more effective. The class room is relaxed and enjoyable. Students are more likely to participate in discussions when they feel safe and relaxed.

SATURDAY 11:00AM-12:15PM

11:00am-12:15 PM

DuBignon Room

Applied Sociology Workshop: Sociology outside the Classroom

Moderator: Carly L. Redding, University of North Georgia

Healthy Aging through Community Gardening: Benefits, Challenges, and Lessons Learned

Evelina W. Sterling, Kennesaw State University, esterlin@kennesaw.edu

Research suggests community gardening enhances quality of life and healthy aging by encouraging access to fresh produce, physical activity, and social interaction. To examine the overall experiences and effects of community gardening among older adults, survey and interview data from eight Atlanta area community gardens were collected and analyzed. Community gardening proved to be a multi-faceted experience resulting in multiple benefits as well as challenges for both the individual gardener and the greater community.

“They have the mindset they will always be poor, so they stay poor:” Religious Beliefs and Perceptions of Poverty

Melinda D. Johnson, Emory University

This study examines how religious beliefs affect perceptions of poverty; specifically, how the teachings and tenets of Hinduism and Islam affect individual views of poverty in India. This presentation will look at the analysis of correlation between attribution of causality for poverty, descriptors of shame versus suffering attached to impoverishment, and religious beliefs.

Addressing the Problem of Human Trafficking through International Service Learning: A Students Perspective

Cristina Escochea and Percy Chewning, University of North Georgia,
CMESCO4655@ung.edu

Over four weeks during the summer of 2015, students from the University of North Georgia traveled to India to conduct research and provide services in an effort to prevent one of the world’s most pressing concerns: human trafficking. Through partnerships with local NGOs, preschools and mothers living in this impoverished area, we worked to increase the educational potential of God’s children. Our presentation will provide an overview of our experience from the field, and present information on how research and service learning opportunities were able to reshape our thinking outside of the classroom.

Maternal Interactions and Human Trafficking in impoverished communities in India

Carly L. Redding, University of North Georgia, carly.redding@ung.edu

Over five weeks during the summer of 2014 and 8 weeks in 2015, faculty members and students from the University of North Georgia had the opportunity to access one of the highly trafficked communities of Goa, India in order to conduct research and provide services as part of a multi-year cooperative agreement between the university and a local NGO. Research indicates that the longer India's generationally-impoverished children remain in school, the greater their likelihood of avoiding enslavement in human trafficking. Over the past two summers a team from UNG began to establish a network of resources in the Goa, India community to address the social-emotional development of its children, with the goal of improving school retention rates. This process is achieved through both educational development initiatives and community development activities that aim to increase the quality of maternal interactions within these slums.

SATURDAY 12:30PM

12:30 PM

Grand Dining Room

GSA Incoming and Outgoing Executive Board Meeting and Lunch

Thank you!

I enjoyed putting this program together! As usual, this year's conference is filled with a wide variety of interesting research papers, panels, and workshops from students and faculty across the state. A special thank you goes to all the program participants for making this an intellectually engaging conference. Additionally, thank you to the members of the executive board for their planning and hard work, and to Ned Rinalducci for helping me with the details. Looking forward to seeing you again at the next GSA conference!

Sincerely,
Alison Hatch
Armstrong State University

Presidents of Georgia Sociological Association

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

Sociologist of the Year Award Winners

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

Meritorious Service Award Winners

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

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