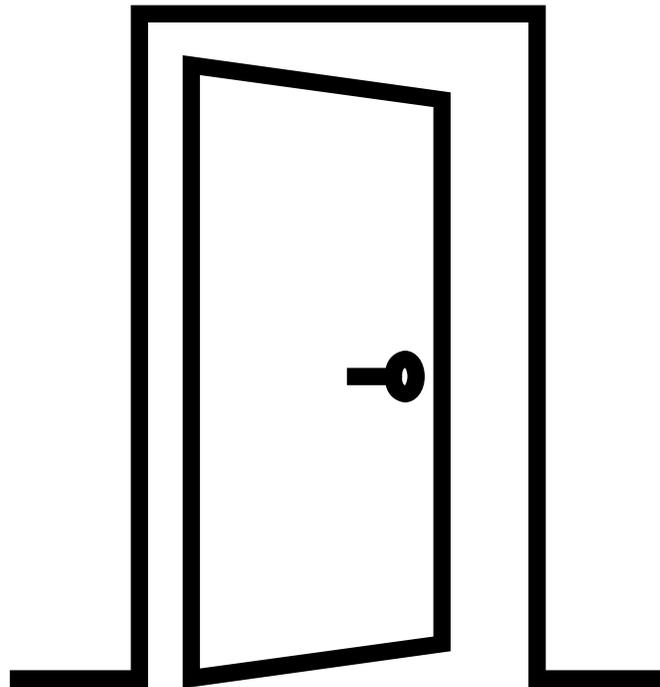


**South Carolina Sociological Association
2023 Annual Meeting
Friday, February 24th to Sunday, February 26th**



**Opening Doors: Fostering Intercollegiate and Interdisciplinary
Partnerships**

**Hosted by Francis Marion University
Florence, SC**

Special Thanks

University and Departmental Support

Fred Carter, President, Francis Marion University
Department of Sociology, Anthropology, and Criminal Justice, Clemson University
Department of Sociology, Coastal Carolina University
Department of Sociology, Francis Marion University

Executive Committee

President: Daniel Harrison, Lander University
President-Elect: Todd Couch, Francis Marion University
Past President: Russell Ward, Francis Marion University
Secretary: Catherine Mobley, Clemson University
Treasurer: Jessica Doucet, Francis Marion University
Members-at-Large: Jenny Schlosser, Coastal Carolina University; Laura Jean Kerr, Lander University; Nancy Rhoads, Allen University

Nomination Committee

Carol Black, Morris College
Leonard A. Steverson, Flagler College
Leslie Hossfeld, Clemson University

Excellence in Scholarship Award Committee

Russell Ward Francis Marion University, Committee Chair
Aristide Sechandice, Tri-County Technical College
Leonard Steverson, Flagler College
Shandrika McNair-Williams, Fayetteville Technical Community College

Excellence in Teaching Award Committee

Vinetta Witt, Newberry College, Committee Chair
Carla Alphonso, Presbyterian College
Carol Black, Morris College
Leslie Hossfeld, Clemson University
Tracy Burkett, College of Charleston
Wes Abercrombie, Midlands Technical College

Graduate Student Poster Award Committee

Nancy Rhoads, Allen University
Russell Ward Francis Marion University
Todd Couch, Francis Marion University

Conference Program Committees

Catherine Mobley, Clemson University, Steering and Day of Conference Committee
Dan Harrison, Lander University, Steering, Publicity and Day of Conference Committee
Jenny Schlosser, Coastal Carolina University, Program Co-Chair
Jessica Doucet, Francis Marion University, Local Arrangements and Day of Conference Committee
Katya Terry, Publicity and Day of Conference Committee
Laura Jean Kerr, Lander University, Program Chair
Morgan Koziol, University of South Carolina, Day of Conference Committee
Nancy Rhoads, Allen University, Steering Committee
Russell Ward, Francis Marion University, Local Arrangements Committee
Todd Couch, Francis Marion University, Publicity and Local Arrangements Committee

Friday, February 24, 2023 Performing Arts Center

6:30 - 8:00 pm

Lobby

Reception hosted by President Fred Carter

Heavy hors d'oeuvres and drinks

Saturday, February 25, 2023 Carter Center

7:30 - 8:20 am

Lobby

Light breakfast and registration

8:30 - 9:00 am

Auditorium

Welcome and Presidential Plenary

Welcome

Peter King (Francis Marion University)
University Provost, Dean of the Francis Marion University College of Liberal Arts

A Mertonian Perspective on State Sociology Associations

Daniel M. Harrison (Lander University)
2022-2023 President, South Carolina Sociological Association

9:00 – 10:00 am

Thematic Paper Session and Book Talk

Connecting Community and Academy: Expectations from a Public Sociology Course

Leonard A. Steverson (Flagler College)

ABSTRACT: The subfield of public sociology has a primary goal of providing communities and organizations with research findings that will assist them in addressing local problems. Therefore, the development of successful partnerships which create an important linkage between community and academy is imperative. This presentation will describe efforts by students in a public sociology course to address local problems and outline ideas regarding future associations. The issues the students plan to address involve gentrification, homelessness, public transportation, mental health services, and educational initiatives for disadvantaged students. From the partnerships which are formed as result of this program, communities will benefit from increased knowledge of those concerns and students will obtain a better understanding of community needs and learn how to assist local organizations in this collaboration.

Project and Process: 1st Annual South Carolina Creative Sociology Writing Competition

Lisa Winters (Coastal Carolina University)

Joshua Cross (Coastal Carolina University)

ABSTRACT: There is growing recognition that creative writing presents sociologists with a medium through which their work can more easily reach and better engage a public audience. This presentation describes an interdisciplinary partnership between sociology, creative writing, and various other faculty at Coastal Carolina University to create the 1st Annual South Carolina Creative Sociology Writing Competition. The purpose of the competition is to invite undergraduate and graduate students from across the state to submit pieces of short fiction, poetry, and/or creative non-fiction that highlight key sociological concepts, theory, and research. The competition will culminate in opportunities for student winners to present and publish their work. In this presentation, the specifics of competition requirements will be

9:00 – 10:00 am Continued

discussed, as will the process of organizing, funding, judging, and hosting this interdisciplinary literary project.

A Longitudinal Study of the Media Coverage of the Assassination of President Kennedy

Mal Hyman (Coker University)

ABSTRACT: This interdisciplinary and longitudinal study explores mass media ownership patterns, media connections to government, as well as content analyses comparing mass media coverage with alternative media coverage, as well as with the emerging evidence. This unresolved political assassination significantly weakened trust in government and has been politically weaponized to advance conspiracy theories today. Almost 60 years later, thousands of files are still withheld from the public on the grounds of national security. This qualitative study spans the media coverage from the day of the assassination through the present.

10:10 - 11:25 am

Research Session

School-to-Prison Pipeline: Manifestation Determination as a Relief Valve?

Danny E. Malone Jr (Coastal Carolina University)

Olivia Enders (Coastal Carolina University)

ABSTRACT: The Individuals with Disabilities Education Act (2004) outlines the manifestation determination review process. In this process, a student with a disability's IEP team considers the relationship between a misbehavior leading to exclusionary discipline and a student's disability, to prevent excessive exclusionary discipline for behaviors directly related to disability. However, the process has been criticized as both vague and scientifically untenable. In this paper, we review the literature on manifestation determination through the lens of both critical race theory (CRT) and discriet, the confluence of disability studies and CRT to consider failures within the legislation to protect students with disabilities from exclusion, which subsequently strengthens the school-to-prison pipeline.

Incarcerated Student Pedagogy: Lessons from the Classroom

Jennifer A. Schlosser PhD (Coastal Carolina University)

ABSTRACT: This research discusses strategies and opportunities for campus-based and community-based students to learn together in the same classroom. Particularly, this presentation examines both the instructor's and students' experiences participating in classes inside a county jail where half of the students are campus-based and half are incarcerated. Included are the results of indepth interviews with current and former students enrolled in the course. This research concludes by discussing the challenges, benefits, and strategies for teaching in a community diversified classroom, and the importance of maintaining a flexible pedagogy, emphasizing student-led learning, and establishing equity in the student experience.

The Professional Identity of Sociologists: What Can We Learn from Other STEM Disciplines?

Catherine Mobley (Clemson University)

Cadi Imbody (Clemson University)

Chloe Bird (Tufts Medical Center)

ABSTRACT: Much research on strengthening the science, technology, engineering and mathematics (STEM) workforce has focused on identity development, which is linked to persistence and success in STEM fields. Yet, little work to date has examined how social and behavioral science students, including sociologists, form professional identities and become social science researchers and professionals. As a result, societal gaps in understanding and recognition of the contribution of social scientists to policy and practice serve not only as impediments to students seeking information about career possibilities in sociology, but as barriers to departments and universities aiming to train a diverse STEM work force in

10:10 - 11:25 am Continued

sociology. We present an overview of how identity development is conceptualized for professionals in diverse STEM fields, including medicine, physics, chemistry, and engineering. We then invite further discussion for what this research implies for the discipline of sociology and for future research on professional identity of sociologists.

*Teaching Sociology by, for, and about First-Generation and Working-Class People: Previewing a Special Issue of Teaching Sociology**

*This presentation is sponsored by Alpha Kappa Delta, the International Honor Society
Colby King (University of South Carolina Upstate)
Robert Francis (Whitworth University)
Marisela Martinez-Cola (Morehouse College)
Mary Scherer (Sam Houston State University)
Myron Strong (Community College of Baltimore County)

ABSTRACT: This summer, *Teaching Sociology* is set to publish a special issue on “Teaching Sociology by, for, and about First-Generation and Working-Class (FGWC) People.” The special issue was inspired by the work of the American Sociological Association’s (ASA) Task Force on First-generation and Working-Class People in Sociology, whose report was published by the ASA in the fall of 2022. In this presentation a special issue coeditors and member of the task force will preview the upcoming special issue. Dr. King will briefly review findings from the Task Force report and how they may be relevant to sociology instructors in South Carolina. He will then outline the co-editors editorial approach of the special issue co-editors. He will highlight their efforts to strengthen instruction of sociology by, for, and about people from FGWC backgrounds through this special issue and he will discuss new perspectives emerging from contributions to the issue. With a focus on FGWC status and its intersections, and with several contributions from sociologists teaching at access-oriented institutions, this session should be relevant to sociologists in a wide range of teaching positions across the state of South Carolina, as well as to those interested in in social class, social mobility, and social inequality.

11:30 - 12:00 pm

Lobby and Auditorium

Poster Session

Fostering Inclusion by Recognizing First-Generation Student Disparities

Morgan Koziol (University of South Carolina)

ABSTRACT: This study addresses Impostor Syndrome and class differences through an analysis of the quality of life for first-generation and generational college students at a private university in the southern United States. Within 158 anonymous survey responses, 60 first-generation experiences and 98 generational experiences were represented. Participant responses were coded with IBM SPSS to conduct Chi Square and Fisher’s Exact tests in RStudio that reveal statistical trends distinct to each student population. We hypothesized that the difference in quality of life for these two student populations would be an issue of socioeconomic class differences. Results confirmed this hypothesis as financial independence and financial instability are distinctly observable in the first-generation college student sample. These findings suggest that a students’ college experience is impacted by their socioeconomic status, which then facilitates impostor feelings within first-generation college students. To improve inclusion efforts, it is important to increase awareness of first-generation student experiences across disciplines.

From Racial Justice to Mental Health: The Celebrity Activism of Naomi Osaka

Megan Routh (University of South Carolina)
Mathieu Deflem (University of South Carolina)

ABSTRACT: The period of the COVID-19 pandemic involved, among a multitude of sociologically relevant issues and problems, also a broadening and strengthening of celebrity activism. This reinvigorated advocacy among the famous mainly concerned health-related concerns as well as racial justice issues, especially following the police killing of George Floyd in May 2020. Among the celebrities who spoke up on related issues were also, and particularly, women and minorities, including Black women from the world of professional sports. This presentation focuses on the recent activism of tennis star Naomi Osaka and the ideas she expressed on matters that began with racial justice but quickly turned towards mental health. This transition is explored through a media analysis of news report and social media actions regarding Osaka's advocacy to estimate her actions and motives, on the one hand, and the reactions and effects thereof, on the other. Because high-profile athletes and other celebrities rely on a high level of visibility, their actions typically bring about strong reactions from the public at large. But in view of their wealth and status, celebrities can ironically at times also be resisted and publicly ridiculed. Successful Black women celebrities such as Osaka occupy a delicate place in this respect because of the peculiar intersectional nature of their position in terms of race and gender as well as culture. They are therefore perhaps most uniquely placed to contribute effectively towards racial justice, mental health promotion, and other valuable causes. The evolution of the activism of Naomi Osaka is examined in this context centered on racial justice and mental health in the current age of celebrity.

Impact of Globalization on Social, Cultural and Economic Aspects of Developing Countries

Noor Nishan (Clemson University)

ABSTRACT: Globalization is a multifaceted concept with its influence on all aspects of life such as social, economic, and cultural. It has become a frequent concept used by social scientists to explain the current dynamics. It includes trade liberalization, foreign direct investment, and global economic competition. The impact is different depending on the nation's trade industry and employment status. The economic impact includes the wage decline, increase in poverty, and growth of the informal economy within developing countries. The social impact includes poor working conditions, exclusion of working benefits, and marginalization of women. The loss of a nation's culture due to the integration of cultural habits of developed countries promoted by TNCs (Transnational Corporations). Overall, the impact of globalization is an important topic that must be studied through an interdisciplinary approach to understanding the current dilemma faced by developing countries and the reasons behind it.

The Rates of Child Maltreatment During COVID-19: A Review of Existing Empirical Evidence

Darja Beinenson (Clemson University)

ABSTRACT: The COVID-19 pandemic raised concerns about children's safety, as more children were confined at home. Even before the pandemic, child maltreatment was a major public health concern. However, data on child maltreatment during the pandemic in the United States is only starting to emerge. Further, the majority of data was collected in 2020, representing only the beginning stages of the pandemic. This poster will review existing empirical studies on child maltreatment during the pandemic using PsycInfo and PubMed. The goal of the poster is to highlight the urgent need to gather more empirical evidence on the issue. Preliminary studies indicate that child maltreatment rates generally declined. However, researchers suggest that the decline is due to the reduced contact between children and mandated reporters, such as teachers, rather than the decline in maltreatment incidents. By sharing current knowledge, the poster portrays a need for greater attention to children's well-being in stressful environments.

The Tools and Techniques of the Domestic Abuser

Lisa A. Eargle (Francis Marion University)
 Jessica Burke (Francis Marion University)
 Jessica Doucet (Francis Marion University)

ABSTRACT: This poster presents a conceptual model examining the ways domestic abusers oppress their victims. We investigate the factors influencing the techniques (such as gaslighting) and tools (such as setting a thermostat to 100F) that are used. Moreover, we propose that the resources (such as finances and physical strength) available for an abuser to use depend on the situation and victim. Theories such as social learning, victim precipitation, and control are used to explain what techniques are used. The methods used by victims to counter abuser efforts (to weaken abuse impacts upon themselves), and how these alter the techniques and tools used by abusers are considered as well. Finally, we expect this model to inform domestic violence intervention and education programs by providing a more nuanced understanding of how abusers control their victims.

The War on 'Indians': Colonialism and Indigenous Recidivism in Canada and the US

Noah Reynolds (Clemson University)

ABSTRACT: This poster will take a closer look at reconviction rates of indigenous state and federal prisoners in the United States and Canada. It will use statistics from the US Bureau of Justice, and the Correctional Service Canada to draw comparisons. Given the general pushback against comparing cross-border recidivism rates, the poster will first argue that the two data sets can have a meaningful comparison. It will then demonstrate a clear discrepancy in the relative reconviction rates of each country, despite having similar historical backgrounds and justice systems. A brief literature review will provide a colonial framework to why we should expect similar indigenous rates in both countries. Finally, the limitations of drawing an explanatory conclusion to this discrepancy, along with future research directions, will be discussed.

Lunch & Award Presentation**Panel and Workshop***Partnerships in the Classroom: Undergraduate Teaching Assistants and Embedded Writing Center Tutors*

Aaron B. Culley (Wingate University)
 Laura Jean Kerr (Lander University)
 Shelley Keith (Memphis University)
 Kristen Stives (Seton Hall University)

ABSTRACT: The scholarship of teaching and learning is embracing the study of instructional methods as means to increase student learning, but active learning practices take time and planning from instructors. Assessment of learning in active classrooms can be intensive and is a top reason for the lack of integration. In this panel, discussants will speak of approaches to create active learning, one using undergraduate teaching assistants and another using writing as learning with an embedded writing center tutor. Lessons learned from these partnerships, and ways these practices could be adopted in other institutions will be discussed.

Applicant Tracking System, Elevator Pitch, STAR Method, Oh My! Equipping Sociology Majors with a Career Readiness Skillset

Stacye A. Blount (Fayetteville State University)

ABSTRACT: It is with the sociological imagination that sociology majors, departments, and faculty

members can connect career readiness to sociology. The sociological imagination provides opportunity to assess the importance of career readiness in students' lives and the public issues that influence sociology departments and faculty to be intentional about assisting sociology majors with the attainment of a career readiness skillset.

This presentation will focus on the following:

- brief history of Fayetteville State University (FSU)
- general demographics for sociology majors at FSU
- brief discussion about the department's journey to the development of the SOCI 310: Professional and Career Development course
- introduction to the eight career readiness competencies outlined by the National Association of Colleges and Employers (NACE)
- textbooks and resources used for the course
- topics covered in the course
- general discussion about evaluating colleges/universities based on students' career outcomes and the value of higher education (return on investment)

Research Session

“Why are all my classes about race taught by white professors?” A paper not about critical race theory.

Hannah Liebreich (Coastal Carolina University)

ABSTRACT: This paper examines what it means to be a white professor at a predominately white institution, teaching classes about race and racism. As schools increasingly utilize neoliberal logic when implementing diversity, equity, and inclusion (DEI) programs, Black faculty often shoulder the brunt of unpaid DEI labor. As such, this begs the question, are faculty of color spending more time engaged with service and DEI programming and less time teaching courses on race and racism? At the same time, white professors must reconcile what our presence means when we teach classes about race and racism and why our authority on these subjects is rarely questioned by students and administrators, even as our Black colleagues are regularly subjected to such suspicions. In the current paper, I use content analysis methodology to examine faculty of color representation in course offerings and DEI programming at colleges and universities in South Carolina. I argue that as schools work to bureaucratize DEI programs, they further alienate students of color, the very group administrators believe benefit from DEI programs.

The CROWN Act: What significance does race-based hair discrimination carry in the professional world?

Danielle Silva (Coastal Carolina University)

ABSTRACT: This presentation identifies the prevalence of race-based hair discrimination and its impact on BIPOC within the professional and academic world. The culture of hair for BIPOC has been egregiously misunderstood by a mainstream, mainly white, audience and hair is often a source of cultural appropriation. As fashion trends continuously cycle, more and more BIPOC are wearing their hair, in professional and educational settings, naturally or in protective styles such as braids, locs, twists, or Bantu knots. These styles carry great cultural and historical significance but have been deemed “unprofessional” or “inappropriate” when worn in predominantly white spaces. The Crown Act stands for “Creating a Respectful and Open World for Natural Hair,” and aims to end race-based hair discrimination. This type of discrimination can lead to the denial of employment and educational opportunities for people who wear natural hairstyles. The goal of this presentation is to examine how, beyond legal protection, what actions can we take to create a more inclusive environment in professional spaces? And how can we increase awareness around these issues and prevent the whitewashing of hair politics?

3:25 - 4:30 pm Continued

Serving Reproductive Realness: Foucault's Fancies and Other Theoretical Perspectives

Savannah R. Burke (Clemson University)

ABSTRACT: With a broad historical background and context for reproductive politics, various theoretical perspectives that relate to the oppression of women's bodies are discussed. The focus is on Foucault and his various theories and conceptual frameworks of power, the body, and knowledge. Other classical and contemporary theories are incorporated including those of Karl Marx, Émile Durkheim, Robert Merton, Anthony Giddens, and Charlotte Perkins Gillman. This paper also incorporates an intersectional lens denoting differences among races, classes, and marital status. With these perspectives, we are able to see more clearly the interconnectedness of reproductive politics and the complex issues faced when confronting the ever-evolving status quo of reproductive freedom.

6:00 - 7:30 pm

Gately Gallery

Reception

Heavy hors d'oeuvres and drinks

Sunday, February 26, 2023
Carter Center

9:00 - 10:30 am

Auditorium

Business Meeting

Light breakfast

Parking and Locations



Note: FMU Carter Center is always locked, even during events. Please use back door for Auditorium and Lobby access

Downtown Florence Dining

[Absolem Hookah Lounge \(2049 W Evans St.\)](#)

Friday 6:00 pm – 3:00 am

Saturday 6:00 pm – 4:00 am

Sunday 6:00 pm – 2:00 am

[Birdsnest Eats & Ales \(166 S. Dargan St.\)](#)

Friday 11:00 am. – 11:00 pm

Saturday 11:00 am – 11:00 pm

[El Agave Mexican Restaurant \(147 W. Evans St.\)](#)

Friday 11:00 am – 10:00 pm

Saturday 11:30 am – 9:30 pm

[Jazz on Dargan \(137 N. Dargan St.\)](#)

Friday 5:00 pm – 2:00 am

Saturday 5:00 pm – 2:00 am

Sunday 5:00 pm – 2:00 am

[King Jefe \(134 S. Irby St.\)](#)

Friday 11:00 am – 10:00 pm

Saturday 11:00 am – 10:00 pm

[Leaf Lounge \(154 Dargan St.\)](#)

Friday 12:00 pm – 10:00 pm

Saturday 12:00 pm – 10:00 pm

[Thai House & Sushi Bar \(168 S. Dargan St.\)](#)

Friday 11:00 am – 10:00 pm

Saturday 11:00 am – 10:00 pm

[The Loft Downtown Bar \(163 W. Evans St.\)](#)

Friday 11:00 am – 3:00 pm, 5:00 pm – 12:30 am

Saturday 5:00 pm – 12:30 am

[Town Hall Restaurant & Bar \(101 W. Evans St.\)](#)

Friday 5:00 pm – 11:00 pm

Saturday 5:00 pm – 11:00 pm

[Victors Steak Wine Seafood \(126 W. Evans St\)](#)

Friday 11:00 am – 11:00 pm

Saturday 10:00 am – 11:00 pm

[Wholly Smokin' Downtown \(150 S. Dargan St.\)](#)

Friday 11:00 am – 10:00 pm

Saturday 11:00 am – 10:00 pm

Sunday 11:00 am – 8:00 pm