Capstone Seminar Hosts “Fall Madness” for Charity

By Kirstie Crumbley

Organizing and coordinating a fundraiser can sometimes be a hard and strenuous task. However, the Sociology Senior Capstone class taught by Dr. Jennifer Beggs Weber would be put to the test and assigned the challenge of organizing a fundraiser. The class consisted of 18 students, and collectively they were assigned to put together a fundraiser to raise money for a local charity of their choice. This assignment would be a direct reflection of their grade so hard work was required.

After careful deliberation the students selected the charity Circles of West Georgia. Circles of West Georgia is a nonprofit organization located in Carrollton, Georgia. Circles mission is to inspire and equip families and communities to thrive and end poverty. The students thought this would be the best charity to support, “With the increasing number of families living in poverty we wanted to give money to a charity that would benefit the most”, said Cherrelle Holston, who was the program coordinator for this assignment.

The next mission of the class was to pick the right event that would profit the most funds. After brainstorming ideas the class agreed on a basketball tournament. This tournament would be composed of student...
based on-campus organizations. They felt this would be a great way to get everyone on campus involved with the fight against poverty. So the senior capstone class teamed up with ShapeHER (a new fitness and nutrition based organization on campus). ShapeHER cosponsored this event assisting only with table rentals, location reservations, and promotion.

The capstone students named the even “FALL MADNESS” and the buzz quickly spread throughout campus. For 3 days straight the students promoted heavily and sold as many tickets as possible. On Thursday November 13, 2014 it was show time, the HPE gym quickly filled up with students, parents, professors, and alumni who was anxious and ready to watch 4 different teams as they fight for poverty on the court.

The turnout of this event caught many of the capstone students by surprise, all they hard work was finally ready to be revealed, Ellory Bishop a senior capstone student said, “this was by far nothing short of a learning experience, small obstacles tried to get in our way, it was even difficult to rent tables, but overall the turnout was great and the experience is something I will remember forever”. Many people think that this event should be annual. Phillip Flowers who was a representative from the team Killa Fitness said “it feels good to play for a good cause and to be able to bring the community out is a wonderful experience”. This assignment gave the students the ability to learn how to structure and organize an event and was a great way to connect the university and the community as well as introduce sociology as a major.

The students of the Sociology Capstone Seminar Class of Fall 2014 would like to give a special thanks to Circles of West Georgia, Dr. Jennifer Weber, Pub & Print, the sociology department, FIERCE, ShapeHer, Lambda Theta Phi, Project Smirk, and all who attended and participated.
Sociology: The Gateway Major

By Brittney Mendoza

Sociology! The study of the development, structure, and functioning of human society. This major should be required for anyone who is looking to work with people. Many people here at the University of West Georgia are majoring in something that will require them to work with people. From Nursing to Mass Communications, most of everyone will eventually work with different people from different walks of life. As Sociology majors we all want to learn about people and their social mannerisms, but anyone who is planning to work with people should be required to take more than one sociology class. In fact, anyone who is going into a major where they will be working with people should be required to at least minor in Sociology.

The American Sociological Association’s Code of Ethics is a set of guidelines that should be used when examining everyday professional activities. After reading these guidelines I can see that each of the principals listed does not only refer to sociologists, but it refers to everyone working with the public. Everyone should have to build their work values off of this. I have spoken to a few UWG students who also agree with me.

A fellow classmate of mine, Lisa, expressed that Sociology was not her first major choice here at UWG. In fact her first choice was nursing. When she did not get into the program here she decided to major in something else just to help her get into the program and she chose Sociology. After enrolling in Professor Woods Social Works Skills class in the Fall of 2014, she decided that maybe Sociology would really help her with her Nursing career. “In the beginning, I was not really receptive to the information she was giving because all I could think about was nursing, but after a few weeks of class I really started to realize that this could help me better understand my patients and where they come from” she expressed.

As for me, my first choice was nursing as well. I never saw myself as anything other than a Registered Nurse at Grady Memorial Hospital. When I did not get into the program last year I decided to go into nursing, but only because it was the degree I was closest to completing. After taking a few sociology classes I really started to reevaluate what I wanted to do. At first I was heading toward becoming a social worker and working with children, but once I enrolled in Dr. McKendry-Smith’s Communicating Sociology class I am really starting to lean toward the research portion of sociology. Hearing the stories about research and listening to the guest speakers she had really made me want to research some social movement and maybe starting my own movement.

It can be very hard working with people if you cannot understand why they are the way they are. Sociology can really help people who work with people empathize with them and their situations. It is important when working with people that you can understand them. It is important that while one is perusing their education that the take more than one sociology class to teach them how to deal with different people in different situations.
New Lab Conducts Research for Community

By Suresh Neupane

The Data Analysis and Visualization Lab (DAVL) at the College of Social Sciences has been upgraded with a new office and high-tech settings.

The social science research laboratory, set up on the third floor of Pafford Building in January of this year, also provides services to various organizations and companies in the Carrollton community. Dr. Winston Tripp in the Department of Sociology directs the lab.

Coordinator Nikki Kozusnik said that the lab helped Tanner Health Center with their data analysis needs for the Get Healthy West Georgia Initiative, a three-year program developed to improve nutrition and other health-related activities.

“The students in the lab examined the data from the first several waves of the initiative to determine who was participating in the survey and who was dropping out,” said Ms. Kozusnik, adding that the goal of the lab is to be able to offer actionable items to Tanner so that they can improve the effectiveness of their health initiative by allocating resources in the most effective places.

The research lab has also been assisting Carroll County Child Advocacy Center in analyzing data about the demographic composition of the region they serve by identifying areas with at-risk children. In yet another community project, the research lab also helped with a project analyzing data on forest fires and prevention programs. Dr. Tripp presented their findings at the Large Wildland Fires conference hosted by the International Association of Wildland Fire.

The lab also assisted the University of West Georgia with analyzing data from the National Study of Student and Faculty Engagement. The DAVL is committed to coordinating efforts with the Community Foundation of West Georgia to expand efforts to new community organizations around the area.
Course Spotlight:
Cultural and Racial Minorities

By Laney Frye

Cultural and Racial Minorities, taught by Ms. Tiffany Parsons, is a 4000 level sociology class that is a comparative study on racial and ethnic groups in America. Some of the topics discussed during this class are; ethnocentrism, racism, interracial violence, theories of prejudice and discrimination, immigration, immigrant experiences, etc. In this course we were also able to get hands on experience with collecting and analyzing data. As groups we split up and conducted research projects on different topics. I chose to interview two fellow classmates about their feelings concerning the course and what they feel they obtained from the course, followed by my own personal feelings and what I have learned from the class as well.

Iniki Franklin, a senior here at the University of West Georgia, said that “I learned throughout the course just how controlling race is. I have always known that race is a method of social control but I have truly gained insight on the effects of race and its constructs. My favorite portion of the course was when we had to guess the ‘race’ of an individual simply by looking at them. That activity proves that flaws in racial constructs even show how our own perceptions shape our understanding. Overall, the course highlights what is not spoken about in normal conversation and gives meaning as to why this is.” Walter Holsey a senior here at the University of West Georgia said that he feels “this class has helped me gain an overall better understanding of race and how it is handled in our society. I was able to read and hear different people’s point of view on a subject that is normally sensitive. I enjoyed how we were able to go out and complete a field study on race within our school. I felt like that experience helped me with understanding race attitudes throughout the school as well as gave me experience in collecting data.”

As for me, a junior here at the University of West Georgia, I feel that this was and will always be one of the most informative and humbling classes I will ever take. Although this class was also one of the most challenging classes I have had, it has been well worth it. Learning the history behind racism was flooring. I did not realize the influence history has on the future until being a student in Cultural and Racial Minorities. We read a book titled We Real Cool by the author bell hooks, and it really laid out for us why things are the way they are these days, how people of color and not of color respond to acts of racism and prejudice, and what can be done to fix the problem of racism. I say that this class is humbling because I never realized the amount of racism in my life, even though not extreme; my mindset shows me that I was ignorant to a world full of racism. This class taught me to see people for who they are not what they are according to race and ethnicity. This course also taught me to empathize and have sympathy towards people who are not the same race as me. I never thought that reconstructing my views towards racism and constructing a world of love would be the answer to race issues, but after having this course, I truly believe that it is. We learned so much in this class that even with a full page to write on I could not convey all the intricate details and facts we learned. This was a very enlightening and rewarding class for me as a sociology major.
Interview with a Professor:
Dr. Luken’s Trip to Japan
By Trevor Snapp

As growing sociologists, we are constantly being told to utilize our resources for new learning opportunities. Students are constantly urged to utilize the writing center, library, computer labs, pub and print, bookstore, etc… As we progress into the sociology program, we tend to find ourselves doing large amounts of reading, and as such, tend to familiarize books as a main source of information. Although books have essentially become the foundation of our education, we cannot allow ourselves to become completely absorbed into our readings. By focusing too intently on a single resource, we sometimes forget to utilize our most important resource of all, our professors.

Yes, we constantly utilize our professors by sending them emails, approaching them with basic homework and discussion questions, and occasionally begging them to cap us into their classes. But when was the last time any of us utilized our professors for their experiences, rather than for their answers.

As struggling college students, our experiences can sometimes be financially limited. We strive towards graduation in hopes that our education will one day afford us the luxury of traveling around the world to experience new cultures, traditions, morals, and overall people. In this transition from “college student” to “sociologist” we find ourselves reading about the types of things we would rather like to be experiencing first hand. We get so caught up in becoming sociologists that we tend to forget we’re already surrounded by them, each professor offering a unique variety of experiences.

Last week I was assigned to interview Dr. Paul Luken concerning his recent travels to Yokohama, Japan. I wrote up a dozen questions that I believed would allow me to create a solid article, mostly for purposes of simply passing the class. However, what started as an interview quickly turned into a whole new type of learning experience.

Last summer, Dr. Luken attended a conference for the “World Congress International Sociological Association” (A thematic group on Institutional Ethnography) in Yokohama, Japan. Arriving a week early, Dr. Luken and his Wife had the opportunity to venture out and experience Japanese culture first hand.

As Dr. Luken started detailing his emotional experience in Japan, I tossed my questions aside and moved in closer. He calmly talked about how safe he felt, weather it was day or night. He talked of his constant sense of comfortability among the people, even without having any knowledge of their language. Dr. Luken admitted to feeling “a type of real peace”. He shared an experience he and his wife had one late afternoon as they attempted to cross a street that was under-
going construction. A man in uniform carrying a light stick approached them and guided them to the other side of the street. The man bowed, thanked them, and then went to retrieve the next pedestrians.

Luken stated, “Everyone seemed to be doing what they were supposed to be doing. And whatever they were doing, was being done with pride”. It was at this moment that I had completely forgotten I was conducting an interview. I was becoming both emotionally and sociologically invested in Dr. Lukens experiences, attempting to picture, understand, and even feel the type of ease Japanese culture had given him.

He continued, “They have a strong sense of what it means to be Japanese. They’re Japanese through their movements, rituals, and even in how they eat”. Dr. Luken and his wife had the honor of preparing many different kinds of traditional Japanese dishes with the “Women of Kyoto” tour guides. Tofu was cooked as the entree, with 3 side dishes (Miso Soup, seaweed, and noodles), rice, and cucumber salad. In Japanese eating customs, a single dish is not eaten all at once, but rather each dish is spread out between bites, rice being revisited more often than most. Dr. Luken turned serious for a moment stating, “Don’t ever poke food with your chopsticks, and you most certainly don’t leave them standing in the rice”. Many Japanese restaurants and households provide designated chopstick rests. “After the food on your plate is complete, watermelon is commonly served as a dessert.”

Talking about his favorite restaurants, Dr. Luken stated that he and his wife usually took the train or bus as means of transportation. Dr. Luken paused, recalling a time when they had missed their train, he states, “The man that drove us to the train station had an old train schedule, and instead of letting us wait for the next train, he insisted on taking use directly to destination to make up for his mistake. He had such a high sense of honor. He made a mistake, and he just had to fix it. It seemed so important to him that he drive us, we couldn’t say no.” For the first time I started to understand what it meant in Japanese culture to be a “man of honor”.

Flipping through his pictures I came across a colorful display of hand-made origami designs. It was absolutely breathtaking. Individuals create the elaborate origami designs and display them at the Genbaku Dome in remembrance of Hiroshima. I asked Dr. Luken why they partook in such activities, and he continued to tell me a story of a young girl who passed away due to the atomic bombs radioactive poisoning. “She believed that as long as she continued to make origami, she would live to see another day”. On the day she died people left their origami outside the Genbaku Dome as a sign and tribute to her bravery. Luken states “In Japan there is a sense of unity, if something happens to one of them, it happens to all of them”.

Photo by Dr. Luken

Japanese origami.
Photo by Dr. Luken

“Don’t ever poke food with your chopsticks, and you most certainly don’t leave them standing in the rice”
more importantly the strength and bravery of an entire country. I was able to experience something on an entirely different level, simply from Dr. Luken sharing his experiences with me.

As Dr. Luken concluded I realized I hadn’t asked a single question I had prepared. What started as an interview ended as a lesson, and I didn’t pay a dime for it! I had just attained free first-hand knowledge and experience simply by walking into my professor’s office.

We as sociologists can take many things from Dr. Luken’s experiences in Yokohama, Japan. We can learn to take pride in everything we do, be thankful and kind hearted to those in need of guidance, honor ourselves and those around us, and above all be brave and stay strong. I urge you all to utilize your resources, talk to your professors and take in every experience with them. Stop limiting yourselves to the library and computer labs! Go! Go and beg your professor to tell you more!

**Students Cheer for Social Problems!**

By Emily Gamble

Of course students are not literally cheering for social problems! But they are excited about learning in Dr. Pamela Kirk’s Intro to Social Problems class.

I interviewed three students, Allyson Fisher (Junior), Lauren Hamby (Junior) and Chloe Palmese (Sophomore) who are all currently enrolled in Dr. Kirk’s fall semester class. All three students talked about Dr. Kirk specifically and how she makes class not only interesting, but also very eye opening. Each week, students have an online assignment and they also have three online tests throughout the semester. Allyson Fisher, who is currently minoring in Sociology, explained that Kirk uses videos nearly every day in class. Fisher said that these videos help her learn more about what Dr. Kirk is explaining. She also said that Dr. Kirk relates all the information learned in class to current events, and that helps her retain specific information. Allyson said, “This class is so interesting because I get to learn about what’s going on around the world and in our society. I learn so much, every day!” Fisher explained that in this introductory class, students learn about our society and some social problems that are dealt with every day. Fisher, Hamby and Palmese all talked about the “Doing Sociology” activities. Hamby explained that every week on CourseDen, the students are given an activity that involves them using the knowledge that they have learned to solve a social problem that is occurring right now. Hamby said, “My favorite Doing Sociology activity was when we had to budget a fake life. We were given specific guidelines to abide by and we had to make a monthly budget.” Hamby explained that in this activity, students had to be a single parent with two children. They had to budget clothes, food, transportation and even had to find and provide a place for their family to live, in Carrollton. Lauren only had positive things to say, “These activities are teaching us about the problems we face today. This was my favorite because it taught me something important about my future! I could not survive off a budget of only $800 a month!”

Overall, Dr. Kirk’s class is not only interesting but also useful and teaches students knowledge that will help them later in life. Although this is a lecture class, the students are learning more than lectures. They are actually retaining the knowledge being taught and they are having fun while doing it!
Join the Sociological Collective!

By Amanda Adams, President

The Sociological Collective is a student run organization through the sociology department. We welcome anyone to join the Sociological Collective. We promote the collective effort to support the betterment of society. We discuss current issues going on in society as well as do service projects. We are a group that enjoys being around people who think objectively and open-mindedly about things. We want equality in our society and that is what we support.

Service Projects we have done:
- Collected Box Tops for Impact International to teach adults how to read
- Hosted a meet-and-greet for current sociology professors and students to get together and meet one another
- Panels about elections and the Occupy Wall Street Movement
- Participated in Safe Treat at UWG
- Jared Box Project

What we do for fun:
Carved Pumpkins for Safe Treat
- Movie Nights with sociological films
- Made collages for Dean McCandless’s conference room
- Created the Sociological Collective Appreciation Award

Why We Matter:
Sociology and social sciences is relevant to everything. As a sociologist you can be involved in any social aspect of society. You can be a social worker, Data Analyst, Social Movement coordinator, case manager, etc. As a social science major you are a humanitarian. You want to help society in some way. You also want to understand the world and how everything works. Join the Sociological Collective if you are interested in any of this! You can join by talking to Professor McKendry Smith in Pafford 217 or by emailing Amanda Adams at aadams15@my.westga.edu. We will announce our meeting time for the spring semester in January.

The Sociological Collective was a way for me to get more involved with the University of West Georgia and the Sociology Department. It has allowed me to make connections with some of the teachers in the department as well as get to know my peers. It is a place where I feel free to share my thoughts and ideas about things going on in the world as well as things I would like to do to better the community. Most of the ideas come straight from the students, which I think is amazing and gives me a sense that we can better society. Sometimes when I look at the things going on in the world, I have little hope but with our emerging generation, I hope that we can make a difference and make an impact. It all starts with us, and the Sociological Collective has shown me that we can make a difference in our community. I hope to use my networking and ideas to further better a larger portion of society and I hope others do too.
Pumpkin carving for UWG Safe Treat

Club members present collages to Dean McCandless

Students assemble “Jared boxes” for hospitalized children.

The Sociological Collective booth at Safe Treat.

Dr Jennifer Beggs Weber, the recipient of the Fall 2014 Sociological Collective Appreciation Award

Delivering the boxes to Scottish Rite Hospital in Atlanta.
My Path After Graduation

By Marquita Fleming

As this semester has come to an end, I have heard many students say, “It only gets harder from here”. I decided to ask the students of the sociology department what that means. I spoke to three different students who were willing to elaborate regarding this matter. The first undergraduate I spoke to, says that this statement is so “surreal” to her. She discussed how she learned a lot over her course of years as a Sociology Major, but she is still scared for the world she is about to step into to. She is ecstatic for graduation, but the path after college is a more serious path that she is preparing herself for. I asked the question, “Did majority of your sociology classes help you, and do you feel that you can take what you have learned and work in your field?” She responded with a yes, she spoke highly of many professors in the College of Social Sciences. One

“There is no doubt that I will strive for greatness in my career after the foundation I have received”

particular professor grabbed her attention and that was Dr. Paul Luken, she said his passion for his death, grief, and caring course made her look at things in a different light and she really enjoyed his class.

Speaking with my second undergraduate student, his years as a sociology major have been outstanding as well. He expressed how he was not always a sociology major, and when he switched, it was the best thing he experienced. He feels well equipped to be graduating in December and going into the work world. He spoke very highly of all the professors in the Sociology Department, and also he stated, “I received the foundation I will need to continue my path, after undergrad.” He was able to share with me the impact that each professor had on his life and the change they helped happen in his life. Listening to him was an awesome experience because everything he said to me was explained with passion. He ended our conversation by saying, “There is no doubt that I will strive for greatness in my career after the foundation I have received”. To me this shows that the Department of Sociology is changing the lives of the students.

Last, I spoke with a mother of two children who is a sociology major and she said this department has helped her greatly in her work world. She is amazed at the love and compassion that the professors display to their students and how much they are willing to help. She stated, “Being a mother of two, I would have quit and gave up but the sociology department has prepared me more than ever for my path I choose to continue after I get my degree”. The Sociology Department is not only empowering the lives of the young but are making a difference in all lives. This shows that the Sociology Department is training up minds to be great and to strive for excellence, no matter what path they take after graduation. Keep up the good work!
Sociology Students Study Death

By Ashlynn Bailey

University of West Georgia’s Sociology department offers a course in Death, Grief, and Caring. The course offers more than just insight on death and coping, it shows how people deal with life. The course teaches students how death shapes their lives, and how death surrounds them every day.

Some of the topics discussed in the course are, attitudes toward death, perspectives on death, health care, death in adults, suicide, traumatic death, beyond death, etc. This course has the possibility to change people’s insight on death. It challenges everything people think about death and it gives meaning to what people believe. In the beginning of the course death was seen as such a taboo topic. After, learning about the course students became more willing to discuss the subject.

The students had various feelings toward death. According to Jasmine, “death was not a subject I was comfortable with. It felt so strange to talk about it. I never really thought about death before this class. After writing papers on death and reading more about it, I learned death is around us everyday,” According to Catlin, “I did not expect this class to be like it is. Death did not seem interesting to me at all at first. I took this class to fulfill the requirements. When I got in the class it was more interesting than I though. As I began to read the material and watch in movies, I began to embrace death. Not like I wanted to die or anything, but death finally meant more than dying to me. I looked at everything differently. Even holidays were different to me like Halloween, it’s the day of the dead, and it is not morbid or scary like people think. Really, I just feel this class helped me look at death in a whole new perspective.” According to Christy, “Death was never something I talked about. I always tried to avoid the topic. I was used to people dying, but I was never okay with it. I tried to rationalize death, but I never could. Sometimes with deaths I felt guilty, even though I had no reason to. After, so many years and this class I learned it is okay to feel guilty, in fact it is normal. I realized with the discussions, I was not alone and others knew what I was experiencing. I guess it was kind of like a therapy session for me. This class was more than an educational opportunity; it changed my life.”

The course teaches students how death shapes their lives, and how death surrounds them every day.

Death, Grief, and Caring is more than just a class about death. This class teaches the students how death shapes their lives. It shows them how death surrounds them everyday. Weather they know it or not death impacts them all the time. Death, Grief, and Caring is more than just a class that teaches death. It is an experience that teaches students how death not only affects them, but their society.
Students Contemplate Future Careers

By Allyson Fisher

There is no doubt about sociology majors having many job options after graduation. That is what majority of students say they like about sociology. They can go many different routes whether it be in the medical field, working with kids, working with criminals, working with hospice, and many more. Sociologist can choose the thing they are most passionate about from a variety of options.

In Viviane Wood’s Intro to Social Work and Social Welfare she brings in many guest speakers to illustrate the different jobs that sociology majors can do once they graduate. After class one day I spoke a few students to better understand what they are interested in doing with their degree. Kerri, a sociology major, said she has always had a soft spot for kids in rough homes because her cousins had a terrible upbringing. Another student, Emily said that she knew once she graduated she wanted to work with veterans, because her dad was a disabled veteran and she has always been very patriotic. She loved the idea of helping veterans get mentally prepared to re-enter civilian life. Since they do so much for our country, this how she wants to give back to them.

The last person I spoke with about plans for after graduation is Brittney, who is planning on working with hospice. She knows that it is going to be a hard and depressing job but loves the idea of helping patients to come to peace in their final days. Brittney went on to talk about how if she ever got tired of it, which she doubts that she will, she could work in a hospital and be part of the medical staff there.

What all sociology majors seem to have in common is their hearts are pure. This is evident because most of these jobs do not make a lot of money, but students are still determined to have these careers in the future. I have also noticed this kindness through all the sociology teachers at University of West Georgia, they genuinely love their job, and it shines through how they teach. Each teacher in the sociology department have given us great ideas for our careers, demonstrating their interest in our future. Dr. McKendry-Smith is in charge of internships, which helps the students to see what it would be like working in that specific field with a sociology degree. Everything that the sociology department does is for students’ futures, giving us many opportunities to decide what to do.

Help continue the tradition of high quality instruction, research, and service in the Department of Sociology by making a gift to the Department’s Foundation. These funds go to support students student activities, such as conferences and travel, and awards. We are grateful to all our alumni and friends for your generous support.

You can make a gift online by clicking here. Under “Gift Designation,” please choose “Other” and then specify “Sociology Department.”
Black Women Redefined

By C’lenna Mack

The women of the Kappa Delta Chapter of Delta Sigma Theta Sorority Incorporated on the campus of UWG, as well as the organization ShapeHer, have taken an interest in the empowerment and value of black women in today’s society. This semester they organized an event entitled “Black Women Redefined,” which focused on the stereotypes that women face and how they can overcome these social issues. This event highlighted the views that society have towards African American women and how this effects them mentally, physically, and emotionally. We discussed various stereotypes that are constantly being applied to women and the reason we allow this to happen. Also, we discussed ways to beat the stereotypes and to show the world the power, brains, and beauty African American women have to offer.

Some of the stereotypes society has against Black women that were discussed at this event includes having attitudes, being uneducated, being strong, judgmental, etc. Audience members chimed in with their opinions about the way others view African American women as well as how we view ourselves. One of the women in the audience stated that the media and music artists downgrade women as a whole by calling them offensive terms, as well as portraying them as being promiscuous. They refer to women using unpleasant names, they display them in their videos as sex symbols and some young ladies look up to these women because they believe that men like these type of women.

Brooklyn Dowdy, a member of Delta Sigma Theta as well as a Sociology minor, played a key role in the research and success of this event. I got the opportunity to speak with her about why she felt like this event was needed. Brooklyn began by stating that “women have forgot their worth and it is important that we take action to restore our self-worth”. This is a very powerful statement when you take a look at how the media downgrades black women and the image it gives others towards them. One of the many reasons some women have begun to assimilate to the stereotypes other have toward us is because they have stopped believing in themselves. Once people begin to define you, it is hard to separate yourself from their views. In order to prove that we are much more we must begin to reevaluate ourselves. Senior sociology major Kristie Crumbley, also a member of ShapeHer, helped to host this event. She gave insight, hope, and much needed advice to black women. She has a passion to help bring out the confidence in women of all shapes, color, and sizes. Her motto that she lives by is “Confidence is Key,” and she has made this a campus wide campaign. Kristie has a mission to help rebuild the confidence of women and to help them regain control of their lives because black women matter. Another Sociology senior, Yaisha White, attended the event and shared that she enjoyed the event because it brought relevant topics to the table and allowed women to look at the bigger picture. She stated that this event allowed her to take a closer look at herself in order to make sure that she was portraying African American Women in a positive light. She also wants to help to ensure that Black women are viewed as successful, hardworking, and dedicated women, which is why she works hard to guarantee that she will have a bright future.

This event allowed us to begin to redefine who we are as Black women in today’s society and to ensure that the world views us the way we view ourselves. We are more than a stereotype, more than a stepping stone. We are brave, confident, successful, hardworking, and loving Black women.
Congratulations to Our Graduates!

Summer 2014
Bachelor of Science
Alexandra Aust
JaFrances Samone’ Barker
Victoria CarryeMae Beaver
John M. Belcher
Amber L. Chaney
Brittany Shayne Dawkins
Carlie Cole Graham
Christopher Armand Ifebhor
Breauna Katrice Jenkins
Irene Harod Palmer
Alicia Dianne Moreland Mathis
Jasmin L. Staten
Chelsea Nicole Sutton
Erin Kyon Usher
Christian Jerard Wimbush

Summer 2014
Master of Arts
Kristin Nicole Fretwell
Thesis: “Effective or Not?: Parents’ Perceptions of Juvenile Detention Centers”
Publications & Presentations

Recent Scholarship by Sociology Faculty and Students

Paul Luken, PhD

- Appointed chair of the Permanent Organization and Strategic Planning Committee of the Society for the Study of Social Problems.
- “Making the Transition from ‘Chair’ to ‘Supervisor,’” Georgia Sociological Association, Saint Simons Island, Georgia, October.

Emily McKendry-Smith, PhD


Winston Tripp, PhD

SOCINEWS CONTRIBUTORS

Amanda Adams    Ashlynn Bailey    Allyson Fisher
Marquita Fleming    Laney Frye    Emily Gamble
C’lenna Mack    Brittney Mendoza    Kirstie Crumbley
Suresh Neupane    Trevor Snapp

Faculty Supervisor: Dr. Emily McKendry-Smith

To comment on the sociNews, write to mckendry@westga.edu. Use the same email address if you are interested in contributing to the next issue.

Visit us on the web: www.westga.edu/sociology

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