

Wednesday October 17 3-6PM: Registration Open – Lincoln Gallery

Wednesday October 17 5-6PM: Session 1 – Plenary – Lincoln Gallery

Dr. Steven Usitalo: Racial Science and the Roma

Thursday October 18 8-5PM: Registration Open – Lincoln Gallery

Thursday October 18 9-10-15: Session 2 – Paper Session – Maroon Room

Presider: John Long

Papers:

Economic, Cultural Beliefs and The Fate of Girls' Education in Tajikistan: Parvina Yakubova, NDSU

Tajikistan's economy is developing at a very slow rate, a rate that limits families' financial resources and thus limits the educational opportunities for girls that they can provide. But the limitations on Tajik girls' education is due to more than economics: culture, religious and gender discrimination are critical factors as well. Therefore, this paper studies the girls' education condition in the period from 1995 to 2015 in the capital city, Dushanbe. Tajikistan is a small country of 8 million. It is the only country that went through a civil war after the collapse of the Soviet Union, which negatively impacted all aspects of the country. One of those aspects has been education in Tajikistan. First, the condition of the education deteriorated. Second, the children were not involved at school. And third, the girls mostly did not finish the secondary school. In order to study this issue, the study uses secondary data from the project "Oral History of Tajikistan" collected by the Academy of Organization for Security and Cooperation in Europe (OSCE) and the primary data collected by conducting in-depth interviews with the girls in Dushanbe city. This paper studies the economic, cultural, and religious factors that act as barriers to keep girls out of school while providing the context of the social and political changes that occurred during the mentioned period of time. By the end, it comes with the suggestions for resolving the issue of girls' education.

Exploring Motivating Factors and Barriers in Educational Attainment Utilizing Capabilities

Approach: Frank Arpan, SDSU

When one looks into the numbers regarding educational attainment and Native Americans a disturbing reality sets in; while 33% of the general population over the age of 25 has a bachelor's degree or higher, only 14% of Native Americans can claim the same accomplishments. While it is possible to get a glimpse of motivating factors and barriers in educational attainment utilizing previous studies, to claim that all Native American communities fall into these generalizations would be dismissive of the uniqueness of the communities and tribal groups themselves.

Capability (capabilities) approach provides a tool to explore the wants of students, the reality of achieving those wants, the motivating factors and barriers that can affect those realities, and does so within the framework of local contexts and knowledge. It is valuable to recognize that not every community or tribal group experiences their educational journeys in the same manner and therefore imperative to explore educational attainment through the lenses of the local communities to better understand what drives educational attainment in those communities. The presentation will highlight the benefits of utilizing capabilities approach when exploring educational attainment and native communities and provide a glimpse at ongoing research taking place.

The Undergraduate Landscape: Demographics in the Upper Midwest and the Search for Students: John Long, NSU

One of the more challenging tasks facing regional colleges and universities is recruiting new undergraduate students. For many of these schools, maintaining the enrollment status quo is difficult, while substantial growth is overly ambitious. It seems clear that current recruitment strategies need a new perspective. One useful way is to examine key demographic trends in a geographically-explicit context. For example, rural depopulation is occurring across much of the Midwest, causing many rural counties to have a negative population growth. In addition, the out-migration of young adults has resulted in an age imbalance in rural areas, reducing the number of potential future students. While this helps to explain why there are fewer students in the “usual” places, it does not inform the fundamental issue of where to recruit; therefore, we need to place the demographics in a geospatial context. We used enrollment data (2006-2016) for a regional South Dakota university and county-level demographic data in a GIS environment to examine past and present enrollment trends, and to predict where recruitment efforts would likely be most effective.

Considering Models of Educational Stratification in the Global South: Chris Whitsel, NDSU
The prevailing models of educational stratification in the developing world view education in terms of supply and demand (Buchman and Hannum, 2001). Perhaps this is due to the majority of the research in the area being completed by the World Bank and other international organizations. My work in Tajikistan demonstrates that educational access and attainment may more closely model an environmental and/or nested model. To demonstrate this, I utilize data collected across several years about girls’ education in Tajikistan. These demonstrate that there are individual-, household-, community-, and national-level factors that interact in particular ways to affect educational outcomes. Very little data point to outcomes being affected in ways that mirror the traditional model of supply and demand. Thursday October 18 9-10:15am –

Session 3 – Panel – Gold Room

Strategizing for a Positive Future for Sociology in South Dakota

Moderator: Mary Emery

In the past few years, due to pressures from conservative legislators and downsized budgets, a number of Universities and Colleges have eliminated their Sociology majors. In some cases, the programs have been combined into a social science or social and behavioral science degree; in others the degree programs have been eliminated. As is typical with Sociologists, responses to this crisis in our field vary a great deal often pitting arguments for career-focused programs against those that think programs should focus only on the intellectual contributions of the field. How well prepared are we to address this issue in South Dakota as more legislators express concerns about supporting fields that do not lead to well-paying jobs? In this presentation, I will present information on the threat to Sociology as integral part of the academic world, review arguments from the ASA and Practice Section of ASA on how to respond, and engage the audience in strategies to proactively influence conversations on the future of Sociology in South Dakota.

Thursday October 18 10:30-11:45am – Session 4 – Paper Session – Maroon Room

Presider: Tom Orr

Papers:

Sexuality through art by female pastoralists: “Body mapping in Northern Kenya.”: Doreen Odera, NDSU

Female teenagers in the Turkana pastoral community in Northern Kenya are born into a culture that has over the decades been rigged to change despite the efforts of the government and NGOs to intervene. Parents have predominantly decided whether their female infants would have an opportunity to go to school or live a traditional life and be prepared for marriage, a few months after their birth. With two distinct female population; perspectives on sexuality vary diversely. Menstruation was used as an approach to initiating talks into sexual health perspectives of the female adolescents. Incorporating body mapping as part of data collection broke through the communication barrier and taboo topic, making it inclusive of all the females. In groups of fives each from a distinct group the females 13-18 years of age traced a figure of one of them on a paper, decorated, wrote on and painted it to depict their way of life. The body mapping was followed by a discussion centered on the symbols drawn by the females and their meanings. Visually engaging the female adolescents allowed the researcher to better contextualize the sometimes-challenging interviews about sexual issues within the community.

Body mapping provided room to improvise and create a comfortable environment for the teenagers to discuss sexuality a topic that is deemed a private affair in that part of the country. This method proves to be both a powerful complement to conducting traditional ethnographic research and an essential method for social action.

Gender and Environment: Savior or Victim?: Sana Illahe, SDSU

The literature on gender and environment circles around two major themes in which women are portrayed; either as ‘savior’ of environment or as ‘victim’ to the challenges of climate change. While viewing women as protectors and nurturers adds additional burden on the already long list of care-related roles attached with women, the women at a disadvantage side also reduces the relationship of women and nature to only a negative cause-and-effect kind. In this study, I attempt to analyze these two hypotheses in light of existing data on Gender Inequality and Environment from UNDP and World Bank. I use Gender Inequality Index and Particulate Matter 2.5 in Air for 159 countries, and analyze them along different incomes and regions. The regression analysis and the scatterplots along the division of income show presence of similarities to the ‘Savior’ hypothesis. The division along economic and geographic regions (particularly for Africa, Asia and Americas) corroborate with the ‘Victim’ hypothesis. The study shows that the need for adding the dimensions of income and region when analyzing women’s relationship with the environment; as the victim and savior hypotheses may not be generalizable to all populations across the Global South and North. The analyses must be understood in light of the intersectionality with geography and incomes.

Hockey Lingo and the Culture of Sport Communication: Tom Orr, NSU

Sport has a unique position in society. Sport influences society and society influences sport. Communication is a specific area of sport study that has nuance, lingo and gobbledegook, especially on the field, court, ice or anywhere our athletes interact. Though trash talking, and culturally embedded words are popular in all sports, hockey is a sport that is rich and thick in this tradition.

Junior hockey features athletes between the ages of 16-21 at a developmental stage of their lives. The now defunct Junior hockey bible and many internet sources spread the often graphic terms used when arguing with other players or hanging out in your teams' locker room. To be called a Duster by your teammate could be a term of endearment or a provocative term to drop your gloves. Dropping your gloves is the innuendo for a fight, and the Duster has been said to be, "Why the term Duster? Because this fuckin' plug has been sitting on the bench the entire game...collecting dust. Always the worst player on team." (<https://tshockey.wordpress.com/the-bible/>). As bad as terms like that can be, they can often hit on sexual orientation or racism. I remember in my own playing days a player calling a Native American on the opposing team a "Spear Chucking Wagon Burner", which instantly created a bench clearing brawl between teams.

In the locker room teasing is common and being able to hold your own is important. Though hazing should be less frequent, verbal spats between veterans and rookies is quite common in sport. Terms like "bender" refer to a player whose ankles are bending most likely from a lack of skating support and skill. As a player looks for external validation and assessment from coaches and peers it can require translation in order to understand what things mean. Young people develop morals and an outlook for later in life through their experiences in sport (Jamieson & Orr, 2009).

The international nature of sport makes taunting a dynamic not just limited to the U.S. Many hockey players are fluent in multiple languages and can actually talk smack. One professional hockey player who was an American playing in Sweden talked about how his teammates would teach him words to insult opponents. Even if he mangled the words, it was usually close enough to elevate the situation to a fight. One younger player talked about why he was encouraged to take French, as he is excited to talk trash to French-Canadian players. This study aims at understanding the language of ice hockey and gathering more knowledge on the shaping of culture and language.

Masculinity and its Role in Domestic Violence: Fnu Ahadujjaman, NDSU

This research paper involves discovering how the key aspects of masculinity and the connections with domestic violence. The goal is to show that, what is the history of masculinity, the contemporary politics of masculinity, the types of masculinity, and the key aspects of hegemonic masculinity, how society is related to the term "masculinity" and finally how masculinity is account for domestic violence. The masculinity theory was mostly developed by Raewyn Connell (R.W. Connell) - an Australian sociologist who is well known for her research on hegemonic masculinity, men's studies, and southern theory. An important portion of this research paper based on her (R.W. Connell) work on hegemonic masculinity and the rest of the paper focuses on other prominent scholars. This research paper is not about to criticize others' work or to prove them wrong, but rather to draw a connection between society, masculinity, and domestic violence.

Thursday October 18 10:30-11:45 – Session 5 – Panel Session – Gold Room

Increasing Diversity and Inclusion on Campus: Improving Native American Academic Experiences and Successes in Sociology Classes

Moderator: Patricia Ahmed

Panelists: Mary Emery, Marlene Schulz

Native American students enter the university with fewer academic resources than their peers, creating major obstacles to success in higher education (Guillory and Wolverton 2007). Native American students are less likely to have college preparation or advanced placement courses and college counseling than other ethnic/racial groups. Consequently they comprise less than 1% of college students on U.S. campuses (Guillory and Wolverton 2007). The struggles continue once they get to campus, partly because of the issues noted above, but also due to the fact that university administrations are not cognizant of the disconnect between the institutional values and Native American student/family values (Guillory and Wolverton 2007), resulting from a cultural discontinuity between "two worlds" (Native American worldview and the mainstream worldview) (Reyhner and Eder 2004). These challenges may be even more daunting for reservation-bound distance education students, due to the lack of/inefficient technological/communication infrastructures. However, several of these issues go unheeded hence the real reasons for high attrition rates among disadvantaged students are never addressed (Guillory and Wolverton 2007). In this panel, we would like to increase awareness to these issues and suggest possible ways in which faculty can become actively involved in helping Native American students succeed in our classes. We would also set time aside to open up the floor to discussion to solicit feedback and insights from our colleagues on how to successfully address this issue.

Thursday October 18 12-1:15 – Lunch - Featured Speaker: Joshua Hagen – Lincoln Gallery

Thursday October 18 1:30-2:30 – Poster and Award Session – Lincoln Gallery

Thursday October 18 2:45-4 – Session 6 – Paper Session: Institutions – Maroon Room

Presider: Alyssa Kiesow

Papers:

The influence of religion on society's viewpoint of economy - A comparison between Catholicism and Protestantism: Puja Djafari, NDSU

This project is dedicated to the understanding of religious outcome, in particular the outcome of religion regarding economic values. This paper seeks to find out how the independent variable "religion" affects the dependent variable "view of ideal economy". To narrow this research the Christian denominations Catholicism and Protestantism are selected.

For this purpose, theoretical sources regarding both denominations will be engaged. This paper looks at Max Weber's works on the connection between Protestant ethics and capitalism.

Through this manner the influence of Protestant religious affiliation on economic ideology will be sought for. The main source for this quest is Weber's own writings. Regarding Catholicism there will be looked at the "Catholic Social Teachings" for which several different sources will be combined. The results will be gathered and the attempt will be made to identify breaking points in comparing the religious denominations to determine an answer for the question.

Political sociology in perspective: Crack in social values, an important explanation for vote buying: Collins Kwarisima, SDSU

Vote buying by political parties and candidates has been perceived by many as a common practice in Ugandan political elections. Although other scholars suggest factors including poverty and education as crucial in explaining the practice of vote buying, I argue that the dwindling social values are a more important explanation for the practice. The decline in trust

between politicians and voters is the most endangered social value that promotes the practice of vote buying. I use original qualitative data from Uganda to illustrate my argument.

South Dakota Working in STEM for Equity (SD-WISE): A System, Institutional, and Individual Level Approach to Policy Change: Alyssa Kiesow, NSU

In response to an unmet need to establish policy that creates a climate to more effectively recruit, support, and retain women in STEM, our research is based on goals established and funded through the National Science Foundation ADVANCE PLAN-IHE program. The objectives of this research are: 1) to establish and sustain system-wide priorities for gender equity in the STEM sciences, 2) to document and evaluate incremental change from data-driven policies for gender equity at the South Dakota State system level and in each of the six institutions, and 3) to disseminate innovative systemic procedures for gender equity policy effectiveness and to contribute to knowledge of gender equity in higher education. Notable successes from Montana State University's Project TRACS and the University of Maryland's Program for Inclusive Excellence help inform this work particularly as it relates to policy development and implementation for gender equity. Our long-term goal is to build upon this work to increase the participation, representation, and advancement of women in faculty positions in the STEM workforce throughout the South Dakota Board of Regents (SD BOR) university system. Research projects for this grant include an analysis of existing policies and consistency in implementation across all six campuses, salary analysis, climate surveys, and content analysis of centralized forms of individual STEM faculty annual evaluations, with particular emphasis on current proposed policies, e.g., automatic stop-the-clock and modified duties, to the SD BOR and regental-wide salary equity data.

Start-up Motivations for Agri-tourism Businesses in South Korea: Gary Goreham, NDSU, Duk-Byeong Park, Kongju National University, Kyung-Hee Kim, Rural Development Administration

Variations in farming practices and products and rural life hold fascination for people around the world and have become a theme for a growing tourism industry. Agri-tourism has been demonstrated to be a source of additional income for farm families and of development for their rural communities, noticeably in South Korea. Strategies to encourage agri-tourism businesses suggest several questions: What are the characteristics of agri-tourism entrepreneurs in South Korea? And what is the diversity and magnitude of motivations that underpin agri-tourism operators' entrepreneurial activities? To address these questions, an on-site, self-administered survey of 293 agri-tourism entrepreneurs was conducted in four rural Korean communities. The study's findings reveal that, first, three distinct groups emerge based on their motivations: a low motivation group; a social life and utilizing resources motivation group; and an income motivation group. The second step was to identify the characteristics of the agri-tourism entrepreneurs in each of these three groups. The less-educated, aged, and horticultural farm operators were more likely to be motivated by income in pursuing agri-tourism. Those in the lifestyle and resource utilization motivation group tended to be retired, more education, and non-farm or specialty crop farm operators. Those in the low motivation group tended to be rice farmers with somewhat higher incomes and who did not derive satisfaction in meeting people, improving accommodations, or starting new businesses to obtain additional income. These results indicate that the motivational aspect of entrepreneurs should be considered for effective policies and programs in agri-tourism development. For example, because agri-tourism

businesses have high development costs and low returns, it is crucial to allocate long-term financial support, technical support, and institutional frameworks to enhance these businesses.

Thursday October 18 2:45-4 – Session 7 – Panel Session - Gold Room

Service-Learning with South Dakota Jump Start

Moderator: Deb Thorstenson

Panelists: Mary Emery, Jack Thompson

In 2017, South Dakota Jump Start (SDJS) collaborated with Dr. Mary Emery and Dr. Marlene Schultz of SDSU's Sociology Department to offer a Serve and Learn option to one of the components of its federal research study. SDJA brings together all six public Board of Regent (BoR) institutions in the state along with a tribal college, Oglala Lakota College. This federally-funded project provides in-depth services to low-income and Native American students across South Dakota (SD) to help these students generate momentum toward completion of a college degree. Retention advisors on each campus worked with students enrolled in SDJS to complete a four-week Summer Bridge before they started their first year of college. During the Summer Bridge, students completed 3-7 college credits and began acclimated to the college culture. Earn and Learn, during the summer following their first and second year, provides up to six credits to keep their momentum to graduation going and employment. Of each of the core supports, Earn and Learn had mixed results due to a variety of factors. Following a training on service learning by Drs. Emery and Schultz, two campuses implemented Serve and Learn with positive results. This proposal will describe SDJS, the service-learning training, and one of the service-learning classes.

Thursday October 18 4-5 – Session 8 – Beulah Williams Library

Confucius Institute Presentation

Thursday October 18 5-6 – Session 9 – Key Note – Johnson Fine Arts Center Red Room

Dr. Sam Cordes: The Role of Higher Education in Economic and Community Development

Friday October 19 8-11 – Lincoln Gallery – Registration Open

Friday October 19 9-10:15 – Session 10 – GPSA Business Meeting – Maroon Room

Friday October 19 10:30-11:45 – Session 11 – Paper Session – Maroon Room

Presider: Justin Gus Foote

Papers:

Self-Defense Under Siege: Creeping Criminalization of Individual Self-Defense by the U.S.

Military: Brian Bengs, NSU

Individual self-defense is an inherent right belonging to each person. As such, it is firmly rooted firmly in natural law as opposed to positive law. Recognition of such an inherent right precludes a sovereign from subsequently limiting an individual's assertion of self-defense. For U.S. military personnel application of the right of individual self-defense and the closely related defense of others are improperly limited. In support of this contention, the scope of individual self-defense guaranteed by the criminal justice systems of the U.S. military and a majority of states is compared with the scope of self-defense permitted for military personnel operating in a foreign battlespace.

Personality Projection: Garrett Byron, NDSU

Personality is a complex bundle of characteristics featured in the outward social appearance of a person's internal makeup. I would argue this to simply be a projection of learned characteristics built upon by environmental and biological factors. Personality is scientifically understood to be made up of solid immovable characteristics. One is said to have a personality. A single personality. We view each other as people from only one scope. I propose that there is a social personality that interacts, changes, and develops fluidly throughout a person's life; projecting itself into fitting situations. This idea of personality projection will be analyzed through both reinforcement theory as well as Stryker's identity theory to synthesize an understandable definition of what social personality projection is.

Exploring Attitudes About Sexual Violence: Preliminary Analysis of a Student Lead Service Learning Project and their Journal Reflections: Erin Kline, DSU

This case study explores the use of student journals and a service learning project to identify the impact of course content on students' attitudes toward sexual violence and their willingness to intervene. The primary student learning outcome focuses on developing bystander intervention skills, tools they need to identify simple ways that they can intervene using nonviolent methods. Furthermore, the development of these skills is part of being able to identify patterns of behavior that can lead to the commission of sexual violence. Along the way we discuss concepts such as rape culture, masculinity, gender identity, patriarchy, trauma, and prevention strategies. Preliminary review of student journals results in a remarkable change in student attitudes about sexual assault, gender-based violence, and victim blaming.

This paper argues that students' attitudes about sexual violence and their willingness to intervene as active bystanders increases with the use of student journals focused on exploring rape culture, a process of consciousness raising. In addition, students participated in a service learning project where they gathered over 200 signatures in support of actively speaking out against sexual violence and intervening in non-violent ways.

Correct me if I'm Wrong: The Perils of Higher Education Gobbledygook: Art Marmostein, NSU
Jerry Pournelle (perhaps a bit tongue-in-cheek) suggested what he called the Iron Law of Bureaucracy:

In any bureaucracy, the people devoted to the benefit of the bureaucracy itself always get in control and those dedicated to the goals the bureaucracy is supposed to accomplish have less and less influence, and sometimes are eliminated entirely.

America's public universities seem to be moving in just the direction Pournelle predicted. Strengthening and accelerating this trend is the hijacking of language, the adoption of the kind of bureaucracy-protecting language Ralph Hummel talks about in *The Bureaucratic Experience*. While the conference theme is the defense of scientific gobbledygook, I'd like to share my concerns about the dangers of education gobbledygook and get some input from those at the conference with more expertise than I have in the pathology of bureaucracy. Are the new trends in education-ese a problem? If so, is there anything to be done? Or is Pournelle's law truly an iron law, describing inevitable changes those who value the traditional mission of the university can do little or nothing about?

Friday October 19 10:30-11:45 – Session 12 – Panel Session – Gold Room

In defense of a Sociology of the Great Plains: the past, present, and future of the GPSA

Moderator: Trenton Ellis

Panelists: Laura Chillberg-Colmenero, Gary Goreham

Nearly 20 years ago Ender and Huang (1999) explored “an emerging sociology of the Great Plains” through their paper published in *The American Sociologist*. Ender and Huang were both faculty at the University of North Dakota when they undertook an effort to investigate the diffusion of Chicago school sociology to the Great Plains region of the United States. Through reviewing the first decade (1988-1997) of published articles in *The Great Plains Sociologist* (TGPS), Ender and Huang (1999) coded for five major themes of Chicago sociology, including: meliorism, empiricism, ethnography, locality, and reform. They also evaluated authorship and state affiliation, institutional affiliation, and editorship within TGPS in order to understand the social networks and locality of journal publications. Ultimately, Ender and Huang (1999) argued that the GPSA provided a “context for the emergence of a ‘school’, including a people, an environment, a point of view, and a fluidity across generations” of Great Plains sociologists (48). So what was this school, what is this school today, and what should be its future? Ender and Huang (1999) remarked that this school, the Sociology of the Great Plains, was marked by secular meliorism, locality in focus of articles and their authorship, empiricism, and some, albeit modest, reform efforts. In their words, the GPSA and TGPS can have international impacts while maintaining a focus as a “journal that represents the work of sociologists who study the people and social issues of the Great Plains” (Ender and Huang 1999:49). The objective of this panel is to discuss Ender and Huang’s findings within the context of the Great Plains Sociological Association of today and tomorrow. Hopefully this panel discussion will be a genesis toward defining our place as a 21st century academic association and collectively envisioning a sustainable path toward our goals. Attendees are encouraged to read Ender and Huang’s (1999) article “Revisiting Regional Traditions: An Emerging Sociology of the Great Plains” prior to the panel discussion.