

# GENDER SEXUALITY IN KANSAS CONFERENCE

2017

8:30 A.M.-5 P.M.  
FRIDAY, MARCH 3  
RHATIGAN STUDENT CENTER  
SECOND FLOOR



---

## Agenda at a Glance

---

- 8:30 - 9:00            Registration
- 9:00 - 10:15           Breakout Session 1
- A. Intersecting Identities (RSC 203)
  - B. Representations of Women in the Media (RSC 264)
  - C. Workshop: “Ground-Up Pedagogy: Building a Trans-Inclusive Classroom”(RSC 266)
- 10:30 - 11:45           Breakout Session 2
- A. Gender & Sexuality Research in the Heartland (RSC 264)
  - B. Keynote Speaker Joey Sprague: “The Academy as a Gendered Institution” (RSC 266)
- 11:45 - 1:00            Lunch
- 1:00 - 2:15             Breakout Session 3
- A. Sexuality in the Age of Social Media (RSC 203)
  - B. Workshops: “CPR and Sexuality” and “Sex, Alcohol, and Gender” (RSC 264)
  - C. Workshop: “The Impact of Our Journey” (RSC 266)
- 2:30 – 3:45             Breakout Session 4
- A. Gendered Pathways to Health (RSC203)
  - B. Social Justice Advocacy (RSC 264)
  - C. Workshop: “The Prevalence of Sexual Assault among College Students” (RSC 266)
- 4:00 – 5:00             Keynote Presentation with Joey Sprague (RSC 142):  
“Be a Critical Consumer of Knowledge: Think like a Feminist Methodologist”

---

Session 1  
9:00-10:15

---

*A. Intersecting Identities*

**Elnaz and the Magic Box: The Challenges of Impression Management for an Iranian Woman in the American Heartland**

*Elnaz Parviz (Wichita State University)*

It looks just like a small square-shaped garden of red roses planted in dark wool, with black fringe all around. It smells like childhood, like home. What it brings back though feels just like dark scratchy wool, no red roses. It throws me back into a different part of my life, a part during which I lived in denial, a part when I moved into a magic box to find myself friends from a different land to help me live life in their shoes instead of my own, friends from LA LA Land. I walked in Manolo Blahniks long before I saw a pair in real life. I wrote a sex column for a newspaper in an apartment on the Upper West side of New York City with Carrie Bradshaw, and moved to the Upper Eastside with Serena Van-Der Woodson and Blair Waldorf. I played poker with Bree Van-Dee-Camp and buried secrets in the ground with the ladies on Wisteria Lane. Then one day, my American Dream came true. I packed the memories of the days I had to wear my little garden of roses on my hair, and I moved to start a new life in the land of Lady Liberty. I knew my days were going to be brighter now that I got to live the stories of the Magic Box in broad daylight. Little did I realize that in broad day light, the stories in the Magic Box wouldn't look the same. Using Impression Management theory, I autoethnographically analyze my experiences as an Iranian woman who was exposed to American media, and formed perceptions about the United States that were not congruent with the reality of the Midwest. This autoethnography explains the challenges I face in daily life managing the impression that I would like to leave as an Iranian woman, and how American media played a role in creating these challenges.

**The Road Less Traveled: Intersectionality and Women's Pathways to Political Power**

*Jamie Wooley-Snider (Wichita State University)*

This investigation explores the pathways to power that women navigate in their pursuit of political office, drawing from published research studies and public data sources. This historical review examines how pathways, election rates, and level of office held (local/state/federal) may be influenced by women's unique positions within the matrix of domination, resulting from the intersections of their gender, race, and class. Potential obstacles along pathways to power, such as media portrayals of female candidates and candidates of color, and facilitative factors, such as involvement in activism, will also be addressed. Implications of these processes and pathways as well as areas for further investigation will be discussed.

## **White Women for Trump: An Analysis of Political Commentaries**

*Dorothy Drew Garza (Wichita State University)*

Donald Trump's Presidential Candidacy produced widespread controversy, particularly concerning discussions of race and gender relations. Despite these controversies, 53% of white women voters, voted for Trump. White women were the only racial demographic of women voters that gave Trump a majority vote. Among the white women who supported Trump, was Tomi Lahren, a conservative political commentator and vocal Trump enthusiast. This qualitative pilot study uses thematic and content analysis to explore the rhetorical patterns of emergent race and gender discourses found in Lahren's pre-election, "Final Thoughts with Tomi" videos that have generated the most "likes" on Facebook. The goal of this investigation is to examine how Lahren's race and gender identities might influence the arguments that she produces in support of Trump's platforms—specifically on matters such as police brutality, immigration, terrorism, and current gender issues. In addition, this presentation will explore greater implications surrounding the saliency of race and gender in the subsequent electing of Trump.

### ***B. Representations of Women in the Media***

#### **Bushwhacking Through Anaconda-Filled Jungles**

*Mark Nelson (Kansas State University)*

Expositing with the epistemological assumption that our individual and collective perceptions regarding particular groups of people are the result of assumptions that have compounded off of each other in a historical progression, the conception that the black female body is promiscuous can be examined and defined by various historic examples of the treatment of individual black females' bodies, and this treatment's universal attribution to all black female bodies. The maintenance of this attribution is monitored by the omnipresent and hegemonic presence of cultural voyeurism: the looming voyeur. Nicki Minaj in her music video, "Anaconda" is fully aware of the conceptions of the promiscuous black female body and the presence of the looming voyeur, and baits the voyeur as her intended audience, providing a perspective of the black female body as a being who literally embodies it. With the use of lyric and music excerpts from Sir Mixalot's music video, "Baby Got Back," Minaj gives a voice to the black female left voiceless in the video and in history. Minaj's perspective resists this hegemonic view and ushers in liberation to black female sexuality. With cinematic imagery and explicit lyricism, Minaj provides provocation that proves the intentionality wholly present in her rhetoric.

## **Soulless Angels: The Dehumanization of the Traditional Housewife in "La muñeca menor" and The Stepford Wives**

*Rebecca Bender and Amy Hein (Kansas State University)*

This presentation will explore how the Puerto Rican short story "La muñeca menor" (Rosario Ferré, 1972) and the American film "The Stepford Wives" (dir. Bryan Forbes, 1975), deconstruct the traditional role of the housewife by revealing its dehumanization of women. Each of these contemporary narratives explores and critiques, through the use of horror and symbolism, the ways in which traditional marriage erased women's identities, limited their freedom, and became complicit in 20th century domestic oppression. The fact that these two works were produced in different American subcultures during same decade further showcases the era's far-reaching dissatisfaction in terms of the limitations placed on female roles and identities. First, we will highlight the concept of the Ángel del hogar (angel of the home), heavily rooted in Spanish and Latin American culture throughout the 20th century, and demonstrate its similarities to the mid-century American Housewife. Secondly, through analyses of both narrative's use of inanimate objects, dolls and robots, as symbols for the loss of personal identity and freedom, we will argue that the horror present in the symbolic female transformation serves to both criticize the role of the traditional housewife and to warn modern women of the risks posed to their identities (lives). In this sense, both the short story and the film advocate for women's recognition of and active struggle against the inevitable dehumanization of the domestic role. Finally, we will establish connections between Spanish- and English-speaking American cultures in order to establish a dialogue between Latin American and American literature that will allow for deeper understanding of the diverse cultural manifestations of resistance to traditional gendered roles and expectations.

## **Intercourse, Independence, and Immigration: The Promotion of Intersectional Feminism in Jane the Virgin**

*Ciera Dockter (Wichita State University)*

Airing on The CW, Jane the Virgin is a hit television show that tells the story of a devout, Catholic virgin who finds out she is pregnant after being accidentally artificially inseminated during a routine gynecologist checkup. While the plot may sound absurd, Jane the Virgin tackles real issues of gender equality and intersectionality. Intersectionality is the study of intersecting social identities and their relation to oppression, domination, and discrimination. Essentially, while feminism is concerned with equality between males and females, intersectional feminism advocates for equality between all women, regardless of race, ethnicity, class, or sexuality. To assess the presence of intersectional feminism in Jane the Virgin, a feminist critique was completed to answer the following research questions: Does Jane the Virgin promote or discourage feminism? How does Jane the Virgin address intersectionality? This feminist critique consisted of a textual analysis of five random episodes from season one. The emergence of the following themes supported the conclusion that Jane the Virgin, does indeed, promote feminism: Female characters are shown to be in control of decisions regarding sex, Female characters are

shown to embrace their sexuality, Female characters are shown to be independent of men, Female characters have a sense of camaraderie, and Gender equality is encouraged in the workforce. The television show was also found to have addressed issues of intersectionality through the presence of intersecting classes, genders, religions, ethnicities, and sexualities. At a time in society when many women of all races and ethnicities are questioning how their rights and equality may change, Jane the Virgin isn't afraid to speak to its countless viewers on the issue of intersectional feminism.

### ***C. Workshop***

#### **Ground-Up Pedagogy: Building a Trans-Inclusive Classroom**

*An Sasala and Alex Cloyd (University of Kansas)*

University of Kansas graduate students and researchers, An Sasala and Alexander Cloyd offer an hour-long pedagogy workshop for the 4th Annual Gender & Sexuality in Kansas Conference. The workshop provides resources for and education about the implementation of practical, respectful, ground-up-informed pedagogies relating to transgender identities, experiences, and studies. This presentation grows out of Sasala's and Cloyd's collaboration on Transgender Studies reading groups. By covering a range of inclusive practices, this presentation aims to advise colleagues about strategies for teaching Transgender Studies and creating inclusive and supportive classrooms. Each of the following sections will include targeted presentations followed by time for questions; topics will include:

- Identity (5min): a discussion of basic to advanced understandings of the differences between personal and social definitions and experiences of identities
- The Transgender Umbrella (5min): a basic overview of terms related to transgender identities/experiences
- Pronoun Protocols (10min): an overview of commonly used personal pronouns, how to ask about and exchange pronouns within and outside the classroom, and how to use proper pronouns without prematurely outing someone
- Resource Materials for Helping Transitioning Student (5min): overview of state and national organizations providing mental health, financial, family, legal, and educational support to transitioning students and their support networks.
- Earning and Keeping Trust (10min): a discussion related to professional intimacy and trust-building between patient and nurse
- Creating Safe & Secure Spaces via Affective Recognition (10min): a discussion about the emotional nature of identity experiences and the importance of recognizing/respecting identities within classrooms, offices, and other spaces
- Earning and Keeping Trust (5min): a discussion related to professional intimacy and trust-building between professor and student

- Syllabi (15min): a discussion of what constitutes an inclusive syllabus and whether or not to explicitly state pronoun protocols, examples and a sample reading list will be provided
- Final Questions and Closing (5min)

---

## Session 2

### 10:30-11:45

---

#### ***A. Gender & Sexuality Research in the Heartland***

##### **The Cycle of Violence Continued by the State**

*Gabrielle Hull (Kansas State University)*

Domestic violence shelters in the Midwest have been tailored toward a cis-gender, heterosexual, white female who has experienced intimate partner violence. This means that for those outside this narrow category, these emergency services fail those that have survived trauma and are seeking help. This presentation discusses interviews with several directors who operate domestic violence shelters in the Midwest to understand the difficult decisions about who shelters can and cannot accept. In particular, I will focus on the funding they receive from the state and regulatory barriers attached to this funding that prevents domestic violence shelters from servicing all survivors. Drawing from these interviews and my personal experience as an employee at a domestic violence shelter in the Midwest, this presentation will highlight the devastating consequences of turning members of the LGBTQ community away from emergency domestic violence shelters. The issue of who can access domestic violence services is deeply political and has a profound effect on survivors.

##### **How Student and Faculty/Staff Perceptions of Diversity Differ Based on Gender and Sexual Orientation**

*George Yancey and Jayashree George (Emporia State University)*

During the spring and fall 2016 semesters, we surveyed the students, faculty, and staff of a Mid-Western university. We asked them (1) whether their department creates an inclusive and accepting environment that enhances learning for students and (2) whether their department creates an inclusive and accepting environment that enhances the quality of work for employees. We gathered the student data via email with SurveyMonkey. Ninety students responded. We collected the faculty and staff data during departmental meetings. Eighty-two faculty and staff responded.

When we compared student perceptions to faculty and staff perceptions of campus inclusivity, we found a significant interaction between Type of Participant (student vs. faculty/staff) and Gender. While the male students perceived less inclusion than the female students, the female faculty and staff perceived less inclusion than the male faculty and staff. Another significant

interaction was found between Type of Participant (student vs. faculty/staff) and Sexual Orientation. While the non-heterosexual students perceived less inclusion than the heterosexual students, the heterosexual faculty and staff perceived less inclusion than the non-heterosexual faculty and staff.

To make sense of the gender interaction, we used Nieto et al.'s (2010) concepts of social status and social rank. While men enjoy more power and privilege in society at large due to their social rank, in the Teachers College of this university the male students are a small minority and, subsequently, probably have lower social status. As Nieto et al. explain, social status can change from one social situation to another, while social rank is not subject to contextual changes. The gender ratio among the faculty is more balanced than among the students and many of the male faculty members hold positions of authority.

Regarding the sexual orientation interaction, we observed that while both lesbian and gay students and faculty were in the minority, the students were more dispersed, while many of the lesbian and gay faculty members were in the same department, a department with an inclusive environment towards differing sexual orientations.

### **"I Wish I Knew..." Using High Schooler's narratives to Show the Need for Comprehensive Sex Education in Kansan High Schools**

*Haley Kottler and Sarah Kuborn (Kansas State University)*

Sex education has been widely debated in the United States for a few decades. This debate always centers itself on whether sex education should draw on facts about sexual health, or on taboos and moral codes regarding high schooler's romantic and sexual relationships. Many Kansas high school sex education programs promote abstinence-only education, yet such programs are problematically villainizing sex and stigmatizing sexual awareness. This presentation will focus on preliminary data drawn from a study that surveyed over one hundred Kansas State University Family Studies and Human Services students about their experiences with sex education in Kansas. The survey responses are from Kansas State University Family Studies and Human Services students on their experiences with sex education in Kansas prior to coming to college. This survey consists of quantitative and qualitative data. It also incorporates sentence stems to center the voices of the students and the ability to share their own personal experiences. Through my initial findings of this research, overwhelmingly students responded that they wish they had known more through their high school sex education curriculum. Through this project, I will show a correlation between abstinence-only sex education and negative self-esteem, risky sexual behavior, improper contraceptive use and villainization of sex. This project also intends to show the importance of progressive policies centering on reproductive health and sex education in Kansas and other Red states.

## ***B. Keynote Speaker Joey Sprague: “The Academy as a Gendered Institution”***

We tend to think of organizations as being generic—if there is unfairness in an organization, it is because of the misdeeds of specific actors. However, Joan Acker argued, work organizations are typically structured by gender. In this talk, I describe how the academy is characterized by the kinds of policies and practices that Acker identifies as properties of a gendered organization. I particularly focus on the practices for evaluating scholarly work: teaching and research.

---

Session 3  
1:00-2:15

---

### **A. Sexuality in the Age of Social Media**

#### **Explicit Media Usage and the Differentiation of Self**

*Christopher Jensen and Marciana Vequist, PhD (Emporia State University)*

Because of the ease of access to sexually explicit media (SEM) today, many people use SEM independently and as part of their intimate relationships. We adapted Murray Bowen's theory of differentiation and a revised version of Donald Mosher's sex guilt inventory in order to analyze SEM usage. This study examined survey responses of 356 students at a small, Midwestern university to find links between emotional differentiation, SEM usage, and sexual judgmentality (AKA sex guilt). We hypothesized that participants who tested with low differentiation scores and who used SEM would be more judgmental of the sexual habits of others, but also that the judgmentality would disappear for those with high differentiation scores. Data show that Non-SEM-Users have consistently higher judgmentality than SEM-Users; differentiation as a whole had no relationship to SEM usage, though factors of differentiation could have a complex interplay with SEM usage. This study sheds some light on the nuances of relationship dynamics and SEM usage.

#### **The Trouble with Tomi: Problematic Rhetoric on Social Media**

*Tara Terwilliger (Kansas State University)*

Social media outlets such as Youtube have become popular venues for individuals to receive quick news. Yet such news often lacks credibility and often promotes sexist, racist, and classist agendas. Tomi Lahren's Youtube channel is a key example of this rhetoric. Her political responses during 2016 election went viral amassing tens of millions of views. Lahren, a 24-year-old woman with extremely conservative views, claims to speak on the behalf of all conservative women. This presentation will deconstruct and analyze Tomi Lahren's arguments against women's issues. Specifically I look at her “Final Thoughts” segments degrading the

Women's March on Washington where I will show her fallacious rhetoric is anti-woman, anti-feminist and heterosexist. Laharen's attacks on feminism are extremely problematic and while all media is invasive, her videos get millions of views and are shared by hundreds of thousands of Facebook users every day. These problematic ideas are being spread at an incredible pace and must be critically looked at to understand the underlying messages and the ways these ideas are being introduced through social media outlets.

### **What a Reddit Survey Can Tell Us about Gay Men's Partner Preferences**

*Darin Challacombe (Fort Hays University)*

Reddit: the front page of the internet boasts 230 million unique users. On January 1, 2017, one user (bigmistakebub) posted an online survey to several subs (r/gaybros; r/gay; r/gaymers; /askgaybros). Each of these groups has a subscriber base of over ten thousand. In 24 hours user/bigmistakebub had his survey active, over 4,000 users completed the survey. This presentation will focus on reviewing the results of this survey, including Gay men's responses about masculinity/femininity, sexual position, and other demographics. Additionally, we will review over how this survey was conducted, the ambiguous nature of the questions, and suggestions for follow-up surveys on the same or similar topics.

## **B. Workshops**

### **CPR and Sexuality: How Sexualized Advertising Influences Gender-Sensitive Responses and Information Retention**

*Marcela Gimenez-Clough and Dr. Deborah Ballard-Reisch (Wichita State University)*

Super Sexy (Fortnite, 2010) is an advertising campaign video made by Fortnite, a Canadian lingerie company. The video entails a narrator instructing the audience on the basics of CPR as two female models wearing lingerie demonstrate the procedures on one another.

Sexualized advertising is defined as the use of sexual and erotic information to promote a branded product through a marketing technique called Sex Appeal (Reichert, Heckler & Jackson, 2001; Reichert, 2002). When done correctly, Sex Appeal functions by conveying a message with ascribed sexual meaning, leading the viewer to respond with excitement, arousal and lust, which is ultimately internalized as a desire to obtain the product (Reichert et al., 2001; Reichert, 2002). Despite its effectiveness, sexualized advertising invokes gender-sensitive responses: Men tend to be attracted to it, while women tend to be offended by it (Tafflinger, 1996; Liu, Cheng & Li, 2009). Sexualized media, including sexualized advertising, has also been shown to have long-term cognitive effects, such as influencing the formation of ideal mate standards for men (Van Nostrum & Van de Laar, 2008; Zurbriggen, Ramsey & Jaworski, 2011), leading them to objectify and sexualize the female body, and negatively affecting women's body image (Harper & Tiggeman, 2008; Wyllie, Carlson & Rosenberger, 2014; Ward et al., 2016).

By introducing sexualized advertising and exposing the aforementioned video, this workshop aims to engage with the audience in an interactive discussion regarding the influence of gender on emotional and cognitive responses. Furthermore, this workshop aims to explore how information retention (in this case, about the basics of CPR demonstrated in the video) differs by gender.

### **Sex, Alcohol, and Gender: Students' Personal Guidelines about Combining Sex and Alcohol**

*Sarah King, Brittany Brower, Daniel Whedon, and Charlene Muehlenhard (University of Kansas)*

In 2013, two students at Occidental College had mutually initiated sex while both were extremely intoxicated. A week later, Jane filed a complaint against John; he was subsequently expelled for having sex with Jane while she was incapacitated. John then sued the College, alleging that John is being expelled because he is male; Jane Doe is not because she is female.

Many college students combine alcohol and sexual activity. The purpose of this study is to explore students' personal guidelines and thoughts about university guidelines regarding combining alcohol and sexual activity.

**METHOD:** Undergraduate students from introductory psychology classes completed an online survey. They were asked if they had ever engaged in sexual activity when they and/or their partner have been drinking, what their **PERSONAL GUIDELINES** were for engaging in sexual activity when they and/or their partner have been drinking, and what they thought **UNIVERSITY GUIDELINES** should be for such situations. We currently have data from 94 respondents; data collection is continuing.

**RESULTS:** Among respondents who reported experience with alcohol and with sexual activity, 78% reported having engaged in sexual activity when they and/or their partner were drinking (67% of the entire sample). Using thematic analysis, we are identifying themes in respondents' qualitative responses. Some respondents endorsed different standards for women and men; others endorsed gender-neutral standards. Some endorsed university guidelines inconsistent with their personal guidelines. Some thought the university should not get involved; some thought the university should prohibit sex when drinking; some suggested more nuanced recommendations; some reported being unsure.

**CONCLUSION:** This study will help us understand how college students think about combining sex and alcohol and whose responsibility it is to obtain consent as a function of gender and level of intoxication. This study might inform future educational programs and university policies.

## **C. Workshop**

### **The Impact of Our Journey**

*Pamaline King-Burns (Sedgwick County Division of Health)*

Women of color tend to experience disparate health outcomes, such as infant mortality, which are impacted by circumstances sometimes beyond their control. Known as social determinants of health, which include the environment, genetics, SES and distribution of resources these factors can be modified to improve women's health.

This workshop will define Social Determinants of Health (SDHs) and discuss the relationships between social determinants of health and their impact on the health status of women, particularly African American women in Sedgwick County, KS.

---

Session 4  
2:30-3:45

---

### ***A. Gendered Pathways to Health***

#### **The Ecological Perspective of Hidden Barriers: How Health-Related Stereotype Threats affects LGBTQ Populations**

*Deborah Ojeda-Leitner (Wichita State University)*

Stereotype threats have been documented to have a significant impact on an individual's behavior. Recently, the literature suggests that stereotype threats could be a factor for barriers in the healthcare setting. This presentation explores the potential impact of health-related stereotype threats among the LGBTQ community in health care settings. An online survey was disseminated nationally to gather the viewpoints and experiences of the LGBTQ community about their interactions with health care providers. The survey consisted of demographic questions, the Health-Related Stereotype Threats Scale, Fear of Physician Scale, items from Short-Form Health Survey (SF-36), Positive and Negative Affect Schedule (PANAS), and open-ended questions about their healthcare experience. The presentation will explain how stereotype threats can negatively affect communication between a patient and their provider and patients' mental health from an ecological perspective. Recommendations and future implications will be discussed.

## **Exploitation of the Chronically Ill and Disabled: Effects of Pharmaceutical Dependence on Single Mothers**

*Ty Dowdy (Kansas State University)*

Over the past few decades the pharmaceutical industry has begun ramping up their focus on financial gain and as a result, individuals and families who are pharmaceutically dependent have suffered. This essay will focus on how single mothers who have pharmaceutically dependent children with chronic illnesses and/or disabilities have been physically, financially, and emotionally damaged by this trend. After exploring the personal narratives, chat rooms, and support group forums of women and other parents who have lived experience with this situation, I have discovered a clear oversight in research on this topic. This project is intended to fill the gap of research that often excludes this group of people when considering the effects of rising pharmaceutical costs. I argue that not only is there financial damage but additionally, as a result of the economic suffering, there is are severe physical and mental side effects. As a result, this creates a situation that reduces the mother's ability to provide for their child or children and themselves. I conclude by addressing possible ways to improve upon these issues that avoid placing all the responsibility on the pharmaceutical industry. Instead I propose solutions that also involve the state and federal regulatory systems as well as local governing agencies who are intended to be the responsible parties in protecting the welfare of the consumers.

## **Clitoral Stimulation during Penile Vaginal Intercourse: A Phenomenological Study of Female and Male Experiences**

*Angela Towne (Kansas State University)*

Many females participate in penile vaginal intercourse (PVI), but do not receive the clitoral stimulation needed to orgasm as desired. Fifteen women who require clitoral stimulation in order to orgasm described how they acquired orgasmic clitoral stimulation during PVI. Female participants also provided survey data on anatomical features of their vulvas and areas of sensitivity. Four male partners were interviewed and their data is included when relevant to the women's experiences. Surveys showed great variation in pleasure sensations along the vulva, which affected clitoral stimulation. Participants revealed a sexual development process where the cultural history of prioritizing the vagina, gendering desire and pleasure as masculine, and ignoring the clitoris, created early obstacles to PVI orgasm. Twelve out of 15 women learned masturbatory orgasm prior to PVI orgasm. Masturbatory experiences helped participants conceptualize the sexual body to include the clitoris, learn effective stimulation techniques, and practice psychological immersion in sexual response. Unique clitoral stimulation preferences were then communicated to partners or utilized by women during PVI. Orgasmic stimulation was achieved during PVI by either stimulating the clitoris on the man's body with intentional pressure and movement, or by creating space around the clitoris where preferred stimulation could occur. Understanding that one's preferred stimulation technique is likely different and nuanced from others may be key to effective partner communication. Along with effective stimulation, interpersonal relationship factors and participants' strategies of erotic engagement

with a partner were important influences affecting the phenomenon of PVI with clitoral stimulation to female orgasm.

## ***B. Social Justice Advocacy***

### **Suppressed by Shame: Structural Impediments to Kenyan Girls' Education**

*Gabrielle Buckner (University of Kansas)*

The research question looks at how Zero Stains Initiative, a non-profit aimed at assisting menstrual hygiene management, and their dispersal of sanitary products affect a Kenyan girl's education. Kenyan girls receiving aid for menstruation may directly correlate with higher attendance rates in school. This project will use feminist theory to understand how patriarchal societal structures can suppress the female voice by disregarding men and women's different needs. Without supporting women's issues, such as menstruation, androcentric policies may not take women's issues into account and create gender inequity. The project will use qualitative interviews with Kenyan schoolgirls from the Busia County Region to capture perspectives on cultural expectations regarding menstruation and ask how Zero Stains Initiative's sanitary products have affected their lives. Qualitative comparative analysis will be used to identify if the new component of Zero Stains yields a different outcome that keeps a girl in school during menstruation. In addition, qualitative comparative analysis can track trending factors that consistently result in a girl's absence from school during menstruation. The project theorizes cultural stigmas and a lack of sanitary products stack the odds against Kenyan girls who desire an education. By implementing initiatives intended to help menstruating girls, such as Zero Stains, I hypothesize that Kenyan girls will be better equipped to stay in school. Thus, with non-profit initiatives bringing menstrual issues to the surface, menstruation may not continue to serve as a non-existent problem by patriarchal governments.

### **They don't come for a Social Justice Narrative: Drag Queens of Central Kansas as Social Justice Advocates and Civic Leaders**

*Jakki Forester (Kansas State University)*

Drag queens of central Kansas use their positionality as civic leaders to promote and advocate for social justice and long-term, positive social change within their own communities and surrounding areas. The communities these drag performers are a part of are predominantly located within rural areas of Kansas, as well as juxtaposed next to a socio-political climate that is increasingly more hostile and violent toward them. The drag performers a part of this research use their notoriety to gather large audiences to raise awareness about social inequities the queer community experiences, as well as raise money for local queer organizations within these communities. Over the past more than four years researching the drag community in central

Kansas, which is defined as the cities of Junction City, Manhattan, Topeka, and Lawrence, I have used multiple qualitative research methods, including participant action research, photography, and multiple interviewing techniques, that strive to decolonize the research process. These drag performers have facilitated the creation and sustainment of temporary safe spaces for the queer community within the larger communities. They have also used their positionality as civic leaders to have also created long-term, positive social change through fundraisers and advocacy about issues affecting the queer community including awareness of HIV/AIDS, same-sex marriage, and inclusive city ordinances. Although these performers are not “typical” civic leaders, they all strive to and have created long-term, positive social change within their own communities and the larger society.

### **Transgender Identity Milestones and Educational Attainment**

*Jennifer Pearson (Wichita State University), Lindsey Wilkinson (Portland State University) and Hui Liu (Michigan State University)*

Adolescence is a difficult life stage in which to navigate a transgender identity and plays a key role in shaping educational trajectories. While transgender-related stigma and victimization within secondary schools persists, the social climate in which transgender students navigate their identity has changed over time. Analyzing data from the National Transgender Discrimination Survey, a sample of transgender adults, we address the following research questions: 1) Is the timing of transgender identity milestones associated with educational attainment?; 2) Does this association vary by birth cohort? We find that those who first experienced transgender identity milestones in adolescence report lower educational attainment than those who first experienced these milestones in childhood or adulthood. This association is larger among more recent birth cohorts, which points to the adolescent years as a particularly difficult time to navigate a transgender identity, even in the midst of increased transgender awareness and resources within schools and society.

### ***C. Workshop***

#### **The Prevalence of Sexual Assault among College Students: Evaluating the One-in-Five Statistic**

*Charlene Muehlenhard, Zoë Peterson, Terry Humphreys, and Kristen Jozkowski (University of Kansas)*

There is a frequently cited, but heavily debated, claim that one in five college women will be sexually assaulted while in college. Does research support this statistic? Is the sexual assault of college women more prevalent now than in past decades? Are college students at higher risk than nonstudents? In this workshop, we will address these questions.

This workshop will include the following components:

- illustrations of how this statistic has been represented and misrepresented in the media;
- a discussion of how sexual assault is or should be defined (e.g., What sexual acts and types of coercion should count? Should attempted sexual assault be included in this statistic?);
- a discussion of the methods used in the best available studies (the 2007 Campus Sexual Assault Study, the 2011 Historically Black College and University Campus Sexual Assault Study, the 2015 Association of American Universities Campus Climate Survey, and the 2016 Campus Climate Survey Validation Study); and
- the results of these studies.

If time allows, the workshop will include

- a review of studies that some critics have cited as debunking the one-in-five statistic (e.g., National Crime Victimization Survey, Uniform Crime Reports) and the problems with these studies;
- a comparison of RECENT prevalence rates with prevalence rates from PAST DECADES (the 1950s and 1980s);
- a comparison of prevalence rates for students and nonstudents; and
- a discussion of the implications of this statistic and the reasons for the controversy.

---

## Keynote Presentation

4:00-5:00

---

Joey Sprague is a professor of Sociology at the University of Kansas. Her research and teaching focus on the ways social relations organizing gender, race, and class shape knowledge. Some of her work looks at how taken for granted ways of looking at something are constructed from the standpoint of racially and economically privileged men and how social phenomena might look if analyzed from less privileged standpoints. Work here has examined a wide range of discourses, from abortion and Art Criticism to Economic Sociology and Social Theory.

In *Feminist Methodologies for Critical Researchers: Bridging Differences* (now in its second edition with Rowman & Littlefield 2015), she critically examines both mainstream and feminist ideas about how to do social research and proposes methodological principles for constructing knowledge by beginning with the standpoints of everyday social actors.

In recent years Sprague has increasingly focused on how the values and practices in the academy—especially those involved in the evaluation of scholarly work—are organized from the standpoint of racially and economically privileged men and the implications of these practices for who gets to be a knower and what kind of knowledge prevails. Sprague is a founding co-editor of *The Gender Lens* book series, a past chair of the Section on Sex and Gender of the American Sociological Association, and a past President and Executive Officer of Sociologists for Women in Society.

*Keynote Presentation:*

### **Be a Critical Consumer of Knowledge: Think Like a Feminist Methodologist**

Knowledge creation isn't just an "academic" issue; claims about facts are used to justify policies that impact all of us. Knowing how to approach truth claims critically is crucial and a scientifically based critique should focus on the link between the methodology used to generate a truth claim and its underlying assumptions about what knowledge is and how it is created. Four theories on this question circulate in our culture but Feminist Standpoint Epistemology is the one that best takes into account what we know about how human subjectivity impacts the creation of knowledge. I will use Standpoint Epistemology to offer a set of questions to ask when encountering "the facts" and give examples of how feminists have used such questions to challenge conventional knowledge about gender.