

2019 Belmont Undergraduate Research Symposium

Department of Sociology

Moderator: Erin M. Pryor, Ph.D.

April 11, 2019, 5:30pm-8:00pm
JAAC 2096

5:30 p.m. – 6:00 p.m.

Parental Involvement and Educational Attitudes

Mary Kem, Maggie Lynch, and Sonia Mathews

Faculty Advisor: Erin M. Pryor, Ph.D.

Research indicates that parental involvement in children's education is crucial in the formation of their attitudes toward education and their educational attainment (Kim 2009; Cooper et al. 2010; Hayes et al. 2010; Altschul 2011; Baquedano-López, Alexander, and Hernandez 2013; Olivos et al. 2016; Goss 2017). However, many parental figures face several barriers, which confines their involvement, including: limited time, lack of recourses, and feeling unwelcome at their child's school. Still, research confirms children's perceptions of parental involvement and barriers to that involvement are more indicative of the attitudes and outcomes in students' education than the actual involvement and barriers themselves. (Alexander et al. 2017; Baquedano-López, Alexander, and Hernandez 2013; Kim 2009). The goal of this research is to explore the correlations between educational attitudes, parental involvement, barriers to parental involvement, and children's perceptions of their parents' involvement and involvement barriers during elementary education. Through Dr. Pryor's Social Research Methods class, we examined these relationships by evaluating previous research, surveying an Introduction to Sociology class, analyzing secondary data, conducting content analysis and an interviewing an educational professional. This process, analyses, associated findings, and proposed future research will be discussed in this presentation.

6:00 p.m. – 6:30 p.m.

Sexualization of Women in the Music Industry

Jill Polk & Kate Talashek

Faculty Advisor: Erin M. Pryor, Ph.D.

Historically, women have been excluded and underrepresented in the mainstream popular music market, and today, this gendered marginalization persists. Research indicates the exclusions of women in the music industry covers all aspects of the market, including: artistry, musicality, performance, production, and operational and executive positions. Overall, female musicians and industry professionals receive fewer industry resources, less radio airplay, limited mainstream success (especially in male-dominated genres, e.g. rock), lower earnings, and less stable employment relative to men (Schmutz and Faupel 2010). While men hold central roles within the music industry, including executive and decision-making positions, women tend to occupy careers at the margins (Baker and Hesmondhalgh 2015; Schmutz and Faupel 2010) and

are relegated to low level positions in public relations or administrative work (Baker and Hesmondhalgh 2015; Charles and Grusky 2004; Cohen 2013, Schmutz and Faupel 2010). Even when women advance to central positions and achieve some notoriety in popular music, their inclusion is justified through the context of existing gendered frameworks emphasizing male agency and authority (Schmutz and Faupel 2010). In the process of Dr. Pryor's Social Research Methods class, we analyzed and reviewed relevant research literature, surveyed an Introduction to Sociology class, analyzed previously collected existing data, conducted content analyses of popular music videos, and interviewed a female music industry professional in an effort to further understanding the gendered realities and experiences of women professionals in the music industry.

6:30 p.m. – 7:00 p.m.

The Social Construction of Women and its Effects on Sexual Experiences

Molly Callaghan, Claudia Christensen, & Emily Miller

Faculty Advisor: Erin M. Pryor, Ph.D.

Beginning at birth, we assign culturally constructed gender meanings of masculinity and femininity to male and female sex organs and are socialized into those dichotomous heteronormative gender expectations and appropriate corresponding gender performances (Lorber 1993; Risman and Davis 2013; West and Zimmerman 1987). Through gender socialization, we learn to view our bodies and ideas of attractiveness through a narrow lens, which impacts the way we perceive ourselves and others, navigate relationships, and hold one another accountable for gendered body practices (e.g. body hair removal, weight maintenance, and sexual performance) (Fahs 2011; Hall, Hogue, and Guo 2011; Kwan and Trautner 2011). As well, more traditional gender socialization significantly impacts the voluntary sexual experiences of women – increasing women's sexual avoidance, decreasing their sexual satisfaction, and creating a harmful hyperawareness of one's body during sexual activity (Bradford, Meston, and Seal 2009; Cioe and La Rocque 2011; Weinberg and Williams 2010). Therefore, our research explores the relationship between traditional gender socialization and women's voluntary sexual experiences. Through Dr. Pryor's Social Research Methods course, we analyzed and synthesized relevant research literature, surveyed an Introduction to Sociology class, conducted secondary data analysis and content analysis, and interviewed a young heterosexual, cis-gender women, in an effort to further understand how gendered social construction and socialization influences women's ability to engage in satisfying, confident, comfortable sexual activity.

7:00 p.m. – 7:30 p.m.

School to Prison Pipeline and Mass Incarceration: Systems of Injustice

Sarah Evans, Jevonna Holbert, & Sheridan Murphy

Faculty Advisor: Erin Pryor, Ph.D.

In today's schools, students of color and socioeconomically disadvantaged students disproportionately experience inequitable disciplinary measures at the hands of teachers, administrators and school security personnel (Heitzeg, 2009). Research indicates school discipline practices are typically exclusionary forms of punishment, including suspension and

expulsion, which forcibly remove students from the learning environment, impede academic progress, and often increase acting out behaviors (Morris and Perry 2016, Perry and Morris 2014). These practices create a cycle of exclusion that tends to end in actual incarceration. While a great deal of research establishes the harmful impacts and outcomes of both the school to prison pipeline and the mass incarceration epidemic (Arum & Beattie, 1999; Heitzeg, 2009; Hirschfield, 2008; Kirk, 2013; Morris & Perry, 2016; Owens, 2017; Peak, 2015; Skiba & Knesting, 2000; Wagner & Sayer, 2018), little research examines the way these systems of injustice feed into and perpetuate one another. Therefore, our research explores the relationship between exclusionary discipline practices in schools, the school to prison pipeline, and mass incarceration, and how these intersecting systems of oppression perpetuate inequality. In the process of Dr. Pryor's methods course, we examined these relationships by reviewing existing research literature, conducting a survey in an Introduction to Sociology course, analyzing data from the *Crime and School Safety Survey*, conducting content analysis of teacher forums, and interviewing a formerly incarcerated, founder of a non-profit organization combating the mass incarceration epidemic.