

## THESIS, STARRED PAPAERS, & PORTIFOLIOS IN THE SOCIAL RESPONSIBILITY GRADUATE PROGRAM

### THESES

#### 2010

**Eunice Adjei-Bosompem, January 2010**

**Committee Chair: Dr. Jiping Zuo**

***Micro-Credit Lending and Women's Empowerment: The Experiences of rural KASOA Women.***

Eunice examined how micro-credit institutions often lack women in governance and management operation, meaning that women's voices and perspectives are not always incorporated into the design and implementation of products and services. In addition, she analyzed how rural women in Ghana have limited experience in public speaking and culturally may be discouraged from doing so. She evaluated the effectiveness of the micro-credit lending of GRASP in its empowering rural women in Ghana. She also looked at what income-generating activities women engage in and the impacts and expectations of these activities.

**Action Plan:** Eunice suggests that through the findings policy makers will be able to move towards rational allocations of resources for the benefit of women and their families. She also emphasizes the use of the local knowledge in the design of policies for rural people. Not only that, but also that the government and banks should increase the amount of money women borrowers of small amounts can get at a time and its accessibility.

**Lwando Scott, January 2010**

**Committee Chair: Stephen Phillion**

***The Historical Impact of Capitalist Development and Urbanization on Gay Liberation in South Africa and the United States.***

Lwando shows the complexity of the development of the gay movement in South Africa and the United States by comparing the two nations, and by focusing on the development of the country's most powerful cities. He focuses on the economic development of Johannesburg and New York and how the development of these cities powered the gay movement in the respective countries.

**Action Plan:** Lwando suggests that in order to understand the movement one has to understand the development of capitalism and linking it to broader categories of capitalism. Not only that but also the state of homophobia in the African continent needs to be dissected from a different angle other than the human rights one.

#### 2009

**Neema William Jangu, August 2009**

**Committee chair: Dr. Jiping Zuo**

***Structural Violence and its Impact on HIV/AIDS in Tanzania***

Neema analysed that there is no recognition of the fact that political and economic structures are the key factors that influence the escalating magnitude of HIV/AIDS. She examined how structural violence contributes to HIV/AIDS in Tanzania, to what extent the policies and strategies to combat HIV/AIDS are effective, and what institutional practices affect HIV/AIDS both inside and outside Tanzania.

**Action Plan:** Neema recommends that the government should change its approach and focus more on preventive strategies that will reduce the infection rates, and to redefine new terms on how best to manage international financing in preventive strategies through the acceleration and implementation of long-term sustainable development approach to HIV/AIDS prevention and integration methods with treatment and care.

**Sara J. Drake, May 2009**

**Committee Chair: Linda Mhando**

***Do you speak Somali? A study on Somali Language or Oral tradition***

Somalis run the risk of losing their history, culture and language as they assimilate to American life. Sara analyzed the use and preservation of Somali language and oral tradition in St. Cloud Minnesota.

**Action Plan:** Sara suggests that Somali culture and language should be maintained and preserved as all of globalization, colonization, racism, and social, political, and economic pressures can influence the usage and preservation of language and oral tradition. She also places emphasis on how to approach this preservation, and states that efforts need to be inclusive of the tradition and owned by the community.

#### 2008

**Maren J. Greathouse May 2008**

**Committee Chair: Linda Havir**

***Discrimination Facing Transgender Women in Employment***

Maren J. Greathouse examined how these individuals organize their lives, and how service providers and practitioners can make needed services more accessible in regard to legal protection and safety that transgender people need. The areas examined include employment, health care, identity documentation, housing, and public safety. She also aims to bring to light to the many obstacles facing transgender women.

**Action Plan:** Maren recommends that employers need begin to analyze the way they serve these valuable employees, and need develop standard practices regarding how company personnel should support a transgender person in the workplace, and how discrimination and harassment should be included in new hire policies. Other standard practices would be maintenance by human resources of a commitment to protect employees on the basis of gender identity/expression, and to facilitate employee-wide education and training on gender diversity. Lastly, non-discrimination should be written into policies on Employment and Equal Opportunity.

## 2007

**Reetu Hyoju, December 2007**

**Committee Chair: Linda Havir**

***Women's body image: cultural ideals of South Asian female college students***

Reetu Hyoju researched the ideal women's body image in South Asian culture and explored if female students from South Asia change their concept of body image after having lived in the United States. She also compared ideal body images across different cultures and filled the gap between cultural differences in the Western idealization of body image and the South Asian concept of ideal body image. She also looked at the impact of globalization and its effect on the idealization of women's body image on a world scale.

**Action Plan:** Reetu Hyoju recommends further study to see how different cultural values perceive the body image of women and research about the hegemonic social construction of the definition of beauty. She suggests further work on understanding in depth why the Western concept of beauty is seen as an ideal type.

**Kelly C. Weiley, June 2007**

**Committee chair: Dr. Tonya Huber-Warring**

***Uniting in Solidarity through Globally-Focused Service learning***

Kelly Weiley conducted research on service learning with the purpose of examining the distinctive features of a globally-focused service-learning curriculum based on the principles of social justice and global reconciliation at a public higher education institution. She sought to learn about the factors that make a difference in the attainment of critical consciousness achieved by students engaged in a globally focused service-learning curriculum. She also sought understanding of the limitations that many students face in public higher education as well as the possibility of incorporating a meaningful global service learning experience that does not necessitate participation on-site with the international community.

In her study, Kelly found that lack of awareness and lack of conceptualization that can affect change prevents students from taking action, and that time was a limitation of many students seeking to participate in service learning.

**Action plan:** Kelly Weiley suggests that time for reflection, the possibility of recorded reflection being incorporated into actions, and ongoing reflection is what makes service learning a life-long tool that has infinite reach.

## 2006

**Nikki Knisley, December 2006**

**Committee Chairperson: Dr. Linda Havir**

***Seductive Indifference: Housing Affordability Mismeasurement***

Nikki Knisley examined the degree to which rental housing is affordable to low-income families in the St. Cloud area. Knisley conducted her research using an alternate methodology to the standard rent to income ratio and qualitative interviews with service and program providers. Knisley found that there is an insufficient amount of low-income rental property within the St. Cloud area, a lack of transitional housing, and lack of supportive services.

**Action Plan:** Knisley recommends further research of rental housing affordability for working low-income families in the St. Cloud community. In addition, Knisley recommends that the Housing Solutions Act should be enacted at the state level to address housing affordability. Finally, Knisley recommends that the language used in regard to the affordability of housing needs to be reconstructed to create public concern which will in turn put pressure on the policymakers to create change.

**Melissa Hansen, September 2006**

**Committee Chairperson: Dr. Linda Havir**

***Eating Alone: The Cultural Meaning of Food***

Melissa Hansen conducted this study to examine the ways in which the experience of eating unfamiliar food contributes to culture

shock in immigrants, refugees, and international travelers. The study attempts to better understand the ways in which food reflects larger structural issues in society, specifically, where culture shock ends and oppression begins.

**Action Plan:** Hansen recommends further research to gain a better understanding of the ways food contributes to culture shock because this research was too descriptive, and the survey size was too small. Hansen recommends replicating it on a larger scale.

**Cynthia K. Pedersen, August 2006**

**Committee Chairperson: Dr. Linda Havir,**

***Can I Make the Grade?: Assessing College Access Programs In District 742***

Cynthia Pedersen assessed three college access programs in the St. Cloud School District 742 in order to learn more about local college access programs and to determine the barriers underrepresented students in the district face. Pedersen found that students identified financial concerns to be a barrier to college attendance whereas staff members identified the relationship of the college access program and the school district to be a barrier. Pedersen's study also found that the majority of participants in college access programs are female and that African and African-American males were absent from the programs.

**Action Plan:** Pedersen recommends that the school district and college access programs work together to concentrate on college preparation programs for juniors and seniors, recruit students currently not being served, recognize participating students, and address financial barriers for students.

**Emily L. Bezdicek May 2006**

**Committee Chairperson: Dr. Elizabeth Scheel-Keita**

***Service Learning Evaluation: Peace by Piece Community Building Youth Events***

Bezdicek conducted a study on service learning theory and practice. The purpose was to describe the idea behind Peace by Piece Community Building Youth projects and then examine these events from a service-learning perspective. She assessed the effects of these peace fairs on service leaning and delinquency courses.

**Action Plan:** Bezdicek recommends that educators, students, community members, and public and corporate leaders collaborate to meet the full potential of service learning. Bezdicek further recommends the creation of a service-learning course that would offer students options in serving the community, and that students in the delinquency course should be more involved in the process, not just the outcome of the events.

## 2005

**Jessica Lourey, December 2005**

**Committee Chairperson: Dr. Linda Havir**

***Sexual Knowledge and Politics***

Jessica Lourey researched the relationship between sexual knowledge and voting behavior. Lourey has observed that the Republican right has pushed for a limit on sexual education. She conducted a survey of college students. Lourey found that individuals with less sexual education were more likely to vote Republican. She concludes that the Republican right has limited sexual knowledge in their politicization of sexual issues to win elections.

**Action Plan:** Lourey recommends future research on the correlations between sexual knowledge and political affiliation.

**Jill Hofacker, December 2005**

**Committee Chairperson: Dr. Linda Havir**

***The Role of Knowledge and College Students' Opinions of Abortion Rights***

Jill Hofacker conducted a survey of college students regarding their attitudes toward abortion. She found that students were evenly divided between holding a pro-life or pro-choice stance. Pro-choice students were more knowledgeable about abortion-related health and legal facts. Also, male students were slightly more likely to be pro-choice than females.

**Action Plan:** Hofacker recommends further study. She also feels that the pro-choice movement should continue to work to keep abortion legal. They could stress abortion prevention by promoting alternatives and education and family planning. She felt that education and family planning could indicate a difference between being pro-choice and pro-abortion. It could influence more pro-life individuals to become pro-choice.

**Janette Wigget, August 2005**

**Committee Chairperson: Dr. Linda Havir**

***Breastfeeding Support in the St. Cloud Area***

Janette Wigget examined the impact the baby formula industry and local (St. Cloud, MN) breastfeeding support systems have on a woman's choice and/or ability to breastfeed.

**Action Plan:** The outcome of the study was the furnishing of a set of recommendations regarding breastfeeding support to healthcare providers within the St. Cloud, MN area.

## 2004

**Menan Jangu, December 2004**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Traditional Healing Practices and Their Applicability in Health Care Systems in Tanzania***

Both traditional healing practices and Western medicine are practiced in Tanzania. Menan Jangu examines how health and medical issues in Tanzania have been shaped by historical, economic, ecological, and cultural factors; his research analyzes factors contributing to the decline in acceptance of traditional medicine in the medical care system in Tanzania. Recommendations are made to help Tanzania and other countries benefit from the medical knowledge possessed in traditional healing practices.

**Action Plan:** Jangu suggests developing educational programs in Tanzania that encourage children to share traditional knowledge. He also recommends establishing records to preserve traditional languages. He encourages knowledge of diversity as opposed to specialized knowledge. Jangu also recommends the regulation of traditional healing practices.

**Sharon Sobotta, July 2004**

**Committee Chairperson: Dr. Semya Hakim**

***The Integration of Immigrant and Intercultural Spouses, Children and Families in Japan.***

Sharon Sobotta analyzed the experiences of intercultural spouses and family members in Japan. She focused on assimilation, alienation and integration. She found that some individuals in Japan have organized on a grassroots level to help intercultural families. Community learning centers have also been organized to teach the Japanese language and to provide a support network for families.

**Joel Engholm, May 2004**

**Committee Chairperson: Dr. Linda Havir**

***Capital Punishment and Abortion: Attitudes about a Woman's Right to Choose and Support for Capital Punishment***

Using quantitative analysis of the 1998 General Social Survey (GSS), Joel Engholm examined opinions on the death penalty and abortion. He wanted to learn why some individuals are against abortion because they feel it is taking a life, yet they support capital punishment. Connections are made to George Herbert Mead's discussion of the "generalized other."

**Action Plan:** Engholm made recommendations for further study to contribute to a better understanding of belief systems and the "generalized other."

**Theresa Flinck, May 2004**

**Committee Chairperson: Dr. Linda Havir**

***Campus Activism: A Qualitative Study of a Student Activist Organization***

Theresa Flinck researched student activists within a campus peace and justice organization. Her findings reveal the importance of professor/student relationships in their level of commitment to activism, the use of symbols and importance of group rituals, the significance of instrumental and expressive leadership roles, and the issue of framing activist issues to encourage participation.

**Action Plan:** Flinck hopes that her research will be able to provide student activists with a better understanding of the dynamics of social change in groups, as well as help them to realize the significance of their efforts.

## 2003

**Renee Cardarelle, December 2003**

**Committee Chairperson: Dr. Elizabeth Scheel-Keita**

***Where Girls Grow Strong: Exploring the Social Change Dimensions of the Girl Scouts***

Using Social Movement Theory, Renee Cardarelle examines how the Girl Scouts organization has worked to reduce structural discrimination at a national and local level. She examines an inclusiveness effort of the Girl Scout Council of Greater Minneapolis. She concludes that Girl Scouts may be philosophically committed to making change at a national level, but there is little evidence to show they are systematically working on this change or mobilizing the necessary resources to make it happen.

**Heather Sammons, August 2003**

**Committee Chairperson: Dr. Semya Hakim**

***Institutionalized Racism: The Labor Hierarchy within the Virginia Colony***

Heather Sammons analyzed the Jamestown colony during the years of 1607-1776. She researched whether or not there were hierarchical labor pools within the Jamestown colony. She studied the connections between the institutionalization of racism, the creation and maintenance of these labor pools, and the pursuit of economic profits.

**Action Plan:** By writing her thesis Sammons hopes to help others understand the institutionalized racism of the Virginia colonies. She hopes that we will be able to see how institutionalized racism and hierarchical labor pools still exist today. With this increased awareness one can work to change the system.

**Minako Kawasaki, August 2003**

**Committee Chairperson: Dr. Linda Havir**

***Gender Role Images and Expectations among Japanese and U.S. Students***

Minako Kawasaki researched gender perceptions in Japan and the United States. She surveyed both Japanese and U.S. college students at SCSU. Kawasaki explored expectations about gender and gender roles. She researched her hypothesis that family background is an important factor in gender socialization.

**Action Plan:** Through her research she hopes to help increase awareness of gender equality. She hopes that gender bias will decrease allowing individuals to reach their full potential.

## 2002

**Joy Davis, December 2002**

**Committee Chairperson: Dr. Semya Hakim**

***An Analysis of Factors Related to the Attitudes of Regular Classroom Teachers Toward Mainstreaming ESL Students***

Joy Davis administered a survey to 52 mainstream teachers in rural Senior high schools in Minnesota. The teachers were from schools with a high concentration of English as a Second Language (ESL) students. She found that teachers with more exposure to diverse cultures had more positive attitudes. They are more likely to connect with ESL students. She also found that teachers who may have experienced racism, sexism, or ageism were more likely to relate to ESL students. Lastly, she found that supportive school boards and principals led to supportive teachers. The more support ESL students received, the more successful they were in school.

**Action Plan:** Davis recommends providing a multicultural environment for students, recognize students as individuals., having high standards for ESL students, showing teachers how to help ESL students succeed, and making educating minority students a priority in the school system.

**Fortunata Songora, July 2002**

**Committee Chairperson: Dr. Semya Hakim**

***Gender Differences in Advancement Opportunities for Staff at Large Institutions, Policies and Outcomes: A Case Study of St. Cloud State University***

Fortunata Songora analyzed gender discrimination and differential treatment at St. Cloud State University (SCSU). She focused on three main areas. Firstly, she examined whether or not promotional opportunities are given equally to all SCSU staff regardless of gender. Secondly, she examined the role of human capital in the advancement of opportunities for women. Lastly, she investigated formal and informal barriers that hinder women staff in the process of advancement.

**Action Plan:** Based on the findings in her study she made several recommendations to improve advancement opportunities for women at SCSU.

**Robin DeBates, May 2002**

**Committee Chairperson: Dr. Patricia Samuel**

***The 'Good Guy' Approach: Assessing the Effectiveness of Minimal Educational Intervention on College Men's Rape Myth Acceptance***

Robin DeBates conducted this study to determine if minimal educational interventions that focus on increasing victim empathy in male college students can be effective in changing men's acceptance of rape myths as measured by Burt (1980) Rape Myth Acceptance Scale (RMAS). Specifically, the project asked whether a video intervention could be as effective as peer education programs such as the one created by Foubert and Marriot (1997).

**Action Plan:** DeBates made suggestions for future study. She suggested that further research be conducted to find effective methods of educational intervention. In addition, research should seek out and validate attitudinal assessment instruments that can show a greater variability in rape myth acceptance. Moreover, research should be conducted to examine the relationships between educational intervention and rape. DeBates recommends mandatory educational intervention for all students.

## 2001

**Michael Birchard, December 2001**

**Committee Chairperson: Dr. Tamrat Tademe**

***United States Counterinsurgency and the Honeywell Corporation vs. the Honeywell Project and its Change Agents***

Michael Birchard investigated the collaboration of the United States government and Honeywell Corporation to produce antimilitary weaponry. He also examined an organization called the Honeywell Project. This organization worked to stop Honeywell from all aspects of defense production.

**Jennifer Kraipowich, December 2001**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Socially Responsible Jobs: An Evaluation of Socially Responsible Websites in the Non-Profit Sector***

Jennifer Kraipowich developed three instruments with criteria for evaluating websites with socially responsible jobs, and the jobs themselves. Starting with 96 websites, her criteria determined the top 16 websites for socially responsible jobs (multiple issue and working on the root cause). Then she evaluated three social responsibility jobs from each of the 16 websites for social responsibility. Jennifer presented the results of her thesis at the Student Research Colloquium, Spring 2002.

**Jejuan Webb, August 2001**

**Committee Chairperson: Dr. John C. Alessio**

***The Relationship between Criminal Activity and the Attitudes of African American Adolescent Males toward Education***

Jejuan Webb researched the factors that lead to stress and anger in African American adolescent males within the current educational system. He examines the reasons why they often feel that they need to turn to criminal activity.

**Melissa Maki, June 2001**

**Committee Chairperson: Dr. Elizabeth Scheel-Keita**

***The Effects of Crisis Advocacy on Emotional Well-Being***

Melissa Maki examined the relationship between duration of time of working as a woman's advocate at a battered women's shelter and the overall effect it has on one's emotional well-being and level of occupational burnout. While a negative relationship was expected, the findings did not support this; rather, the length of time working as an advocate is correlated with a high measure of emotional well-being.

**Action Plan:** Maki recommends further research to determine how crisis advocacy affects the individual.

**2000**

**Yukie Kodama, May 2000**

**Committee Chairperson: Dr. Jiping Zuo**

***New Portraits of Japanese Woman: Young Educated Women's Attitude towards Traditional Family Roles***

Kodama developed this study to examine the opinions and attitudes of Japanese young women towards family values and to find out whether there is any ideological change of the values among younger women. Kodama's study indicated that parental background of the female students was the primary source in constructing their family values, and the interactions with American cultures and education were the next source of their family values.

**Action Plan:** Kodama recommends for further comparative study employing a sample of participants studying in Japan. Also, the same study could be conducted on young, single, educated Japanese male students studying in the U.S and also on the ones studying in Japan.

**1999**

**Tonya Faundeen, May 1999**

**Committee Chairperson: Dr. Elizabeth Scheel-Keita**

***Identity Formation, Social Support and the Safer Sex Decisions of Gay and Lesbian Adolescents.*** Tonya Faundeen examined the past and present social support and identity formation processes of lesbian and gay college students to find how these interactions affected the individuals' perceived senses of risk of exposure to HIV or another STDs, and their senses of self-efficacy when performing safer sex behaviors.

**Rhonda Van Hale, May 1999**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Marketing Practices of Social Service Non-Profit Organizations***

Rhonda Van Hale interviewed the directors of non-profit, socially responsible agencies to see what, if any, marketing plans they used to increase support and recognition of their organizations.

**Action Plan:** She then developed recommendations which would help market these organizations and presented them to the organizations.

**1998**

**Michael Sharp, December 1998**

**Committee Chairperson: Dr. Tami Spry**

***The People's Fair: A Barter Fair for Greater St. Cloud, Minnesota***

Michael Sharp wanted to offer an opportunity for individuals to come together to exchange goods and services in an

environmentally sound manner. He interviewed a number of individuals to measure the level of interest in starting a barter fair. He also researched what it would take to organize a barter fair.

**Action Plan:** He created a detailed plan to organize an event that he would call “The Peoples’ Fair.”

**Roxann Storms, August 1998**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Planting Seeds for Change: Assessing the Impact of the Citizenship for Diversity Project in Promoting Attitudinal and Behavioral Changes***

Roxann Storms was aware of an increase in harassment and hate crimes both on college campuses and in society in general.

**Action Plan:** She conducted follow up interviews of students who participated in the HURL 101 (non-violence) class in the fall of 1997. This information was helpful to a grant project and to the Human Relations department. Roxann was involved in two professional presentations on the project – one was a refereed regional conference.

**Julie Cartwright, May 1998**

**Committee Chairperson: Dr. John C. Alessio**

***A Feminist Analysis of the Effects of Consciously Experiencing Non-Traditional Gender Roles***

Julie Cartwright administered a survey questionnaire to SCSU students after they completed a class assignment. The assignment called for the students to behave outside of traditional gender roles. The questionnaire measured students’ levels of internal and external resistance during the project, the levels of feelings of liberation after the project, and the levels of preference for maintaining traditional gender roles.

**Gary Cheeseman, May 1998**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Are Teachers Teaching Human Relations to Sixth-Graders?***

Gary Cheeseman administered a survey to determine whether or not teachers were teaching sixth-grade students about human relations issues. He found that teachers felt that they were not teaching human relations as much as they could.

**Action Plan:** He made recommendations for further study in two different areas. First, he recommended that the study should be conducted on a large scale. Secondly, he recommended that studies be conducted to measure the effectiveness of teachers when teaching human relations issues.

**Jenine Helmin, May 1998**

**Committee Chairperson: Dr. Patricia Samuel**

***Classroom Assessment Techniques: Perceptions of Effectiveness for Teaching Diverse Student Populations in Higher Education***

Jenine Helmin interviewed faculty members at St. Cloud State University (SCSU) who participated in the SCSU Teaching Excellence and Assessment Partnership Project, also known as Classroom Assessment Techniques (CATs) Project and who taught classes pertaining to diversity issues. She wanted to find out if the faculty felt that information learned in the CATs project was effective in teaching diverse student populations.

**Action Plan:** She made several recommendations for future study. Her first recommendation is to administer a survey on a larger scale. She also made recommendations to improve her survey.

**Thomas Andrus, May 1998**

**Committee Chairperson: Dr. Pamela Mittlefehldt**

***The Hospitality Project: Increasing Retentions of American Indians in Higher Education***

Thomas Andrus examined the causes of why American Indian students withdraw from high school and colleges at a higher rate than European American students.

**Action Plan:** Andrus worked together with others, including the American Indian Center, at SCSU. They developed a program to enhance recruitment and retention of American Indian students.

**Dan Becker, February 1998**

**Committee Chairperson: Dr. Julie Andrzejewski**

***In the Interest of National Security***

Dan Becker conducted an investigative journalistic report on the plane crash in Dubrovnik, Croatia which killed Ron Brown and numerous corporate representatives. The U.S. public was told that it crashed into a mountain because of bad weather. Becker flew to Croatia as part of his investigation. His investigation concluded that the plane had been shot down by the Croatian military and the U.S. covered it up. At the time his thesis was completed, Rev. Jesse Jackson called for an investigation into the crash as there was evidence that Ron Brown was shot.

**Action Plan:** Becker later wrote and performed a play based on his research. He also tried to establish a memorial to those who died

with some parts of the plane. He made several efforts to make government officials aware of the facts of the situation.

## 1997

**Tia Marka, August 1997**

**Committee Chairperson: Dr. Michael Davis**

***Black Student Attitudes toward Black Leadership***

Tia Marka administered a survey questionnaire to determine the attitudes of Black college students toward leadership in the Black community. She also analyzed their attitudes toward integration and nationalism.

**Action Plan:** She recommended future research to determine if other universities would show the same results. One could survey universities with a larger population of people of color and historically Black institutions.

**John Hamerlinck May 1997**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Censored Stories and Junk Food News: A Critical Examination of the Shrinking Marketplace of Ideas***

John Hamerlinck investigated how many of the top ten stories identified in the last ten years by Project Censored, a nationally recognized program at Sonoma State University in California were related to economic (corporate) issues.

## **STARRED PAPERS**

## 2009

**Brianne E. Duffy, February 2009**

**Committee Chair: Linda Havir**

***Accessibility of HIV/AIDS drug to Poor South African Women***

Brianne analysed the accessibility and denial of drugs to fight HIV/AIDS for poor black women in South Africa, who are considered to be typically less educated when compared to men. Brianne focused on social norms such as gender and economics, legal protection granted to inventors as a reward for inventing a new product, and the barriers that restrict the accessibility and how can be announced.

**Action Plan:** Brianne suggests that the issue of patent laws and their effectiveness must be addressed, and that medicine should be about the public health and not corporate profit. People with power need to force change so that the solution becomes accessible.

**Lisa M. Vanlanduyt May 2009**

**Committee Chair: Lindah Mhando**

***Microfinance and the Social Responsibility of Lending Institutions***

Lisa evaluated the rapid growth of microfinance institutions as a tool for poverty alleviation. In many countries this is necessary in order for development to take place on the scale of a nation. Lisa analyzed how self employed women are contributing increasing amounts of finances and resources to the household in many African countries, in particular Cameroon. She also analyzed the evolving influences that they bring as agents of social and familial change. Quantitative measures alone cannot speak to the impact that credit has on the lives of women: her study records those in-depth views that may be lost otherwise.

**Action Plan:** Lisa suggests that there is a need to know more because much of the available qualitative data on Microfinance Institution (MFIs) come out of studies conducted in other parts of the world which focus on those cultures, religions, and the social classes of those countries. This may result in vastly different results. She recommends that policy makers should work inclusively with leaders and other key players in the organizations and movements.

**Kevin Michael Lanave, July 2009**

**Committee chair:**

***The Social Justice Conference with Youth: its History and Impacts***

Kevin reported on the capacity within a young person to understand and respond to a social justice issue beyond what they had thought possible, and intended to make them aware of what others were doing via a rally. Kevin examined how they can engage in action towards social justice by themselves and create a new generation of young leaders committed to positive change in themselves and their communities. He focused on the level of responsibility, conversations with others, and on how sometimes these failed to provide helpful information and valuable perspectives that would have yielded even better results. He reported how these conferences appeared to be valuable opportunities for students to feel a sense of connection to a large movement for peace and justice.

**Action Plan:** Kevin suggests that collaboration on development of the issues and actions is only one of the strategies we need to pursue to strengthen our partnership with community organizations and resource people for the development of our nation, which will maintain social justice in the world.

## **2008**

**Chripina S. Lekule, July 2008**

**Committee Chair: Dr. Linda Mhando**

***Women and the Politics of Media: A Critical Review of Tanzanian Newspapers***

Chripina Lekule examined the representation and portrayal of women in some Tanzanian newspapers. By evaluating articles, citations and comments made about women in the newspapers and disparities between men and women involved in making the news, the study exposes current strategies employed to perpetuate male hegemony. It also provides us with some enlightenment on how newspapers contribute to gender notions and ideas which lead to social, economical, and political stratification as well as oppression of women. The study observes that the demise of women in the Tanzanian newspapers and the perpetuation of negative stories about women including sexual abuse, domestic violence and victims of sexual related diseases have consciously and unconsciously continued to affect the real life of the society. While describing the general roles of media and how media can be used more constructively, the study acknowledges the success of Tanzanian Media Women Association and the impact they have made so far by using the same media to demand the rights of women and better representations.

**Action Plan:** The study concludes with suggestions for improvement and further study of the role and approach of journalism work and the importance of having all voices represented in the news.

**Denise N. Weekley, June 2007**

**Committee Chair:**

***Multicultural center planning and development: An Analysis of Cultural Centers and Community Responses to Aid in the Development of the Multicultural Center of Central Minnesota***

Denise N. Weekley examined how the development of a multicultural center in central Minnesota is a needed and is a vital component of the central Minnesota community in which collaboration and partnerships are key to a multicultural center's success. She looked at the need to understand a multicultural center's own cultural and social location as well as the groups they work with by providing essential programs and services to address critical issues like racism that have occurred in central Minnesota, and the connection between communities.

**Action Plan:** Denise N. Weekley recommends that members of a multicultural center need to be prepared to explain cultural norms and expectations, maintain a detailed budget and broad range of funders in order to be economically viable, and collaborate with others who have experience in multicultural organizing, and including leaders from communities of color in all aspects of organization.

**Adrece L. Thighman-Nabe May 2007**

**Committee Chair: Linda Havir**

***Institutional racism at St. Cloud State University: Challenges and prospects***

Adrece L. Thighman-Nabe, analysed the history of racism and responses to racism at St. Cloud State University by identifying some of the patterns and trends that reflect the racial climate at SCSU and the distinct initiative created to address racism at SCSU and surrounding areas.

**Action Plan:** Adrece L. Thighman-Nabe concludes that there is a need to university leaders to create opportunities where individuals feel safe to discuss acts of racism and racist ideology and that further research should be done in the area of evaluating the implementations and recommendations in numerous documentations and testimonies that support claims of racism at SCSU. She also recommends that leaders should acknowledge people of protected class groups and promote inclusive activities.

**Stanislas Bamouni Baba May 2007**

**Committee Chair: Dr. Semya Hakim**

***Critical assessment of mediation practices and values in Africa***

Stanislas Bamouni Baba researched the perspectives and challenges of conflict transformation at state levels in Africa and in Western mediation. Basically he focused on the betterment of knowledge for African mediation. He sought to recognize that personal beliefs and assumptions offer an opportunity for indigenous mediation to discover the strength of Western mediation and help each side to gain from the other way of mediation.

**Action Plan:** Stanislas Bamouni Baba suggests that there is a need to understand much more how the implementation of restorative justice in various forms, a need to articulate and address a whole range of ethical issues raised by the emergence of restorative justice, and a need to seek a better identification and analysis of the conception of personhood, social relations and justice.

## **2006**

**Jennifer Anderson, August 2006**

**Committee Chairperson: Dr. Polly Kellogg**

***The State of Teen Dating Violence Education in High Schools***

Jennifer Anderson conducted in-depth interviews in a high school setting to learn more about teen violence in dating situations. **Action Plan:** Anderson developed an educational intervention program to assist teachers in recognizing the problem. Resources were provided to assist the teachers in helping the students.

**Dani Lindner May 2006**

**Committee Chairperson: Dr. Linda Havir**

***St. Cloud Area Response to the Crime of Stalking and Implications for Victims***

Dani Lindner conducted a needs assessment to evaluate the response systems within the St. Cloud area regarding the crime of stalking. Lindner's research goal was to describe the current response to stalking in order to identify ways the responses could be improved. Most specifically how victims of stalking are treated by victim service providers, law enforcement officials, prosecutors and court system personnel were examined. Lindner interviewed 11 individuals from the community which included a judge, law enforcement officials, victim's advocate, an educator, and a victim of stalking. Lindner found that more advanced training about the crime of stalking is needed in the St. Cloud area.

**Action Plan:** Lindner makes recommendations for further training regarding the crime of stalking to law enforcement, judges, prosecutors, and victim service providers. Lindner has used her research to create professional training curriculum to educate about the crime of stalking.

**Maura Lynch, February 2006**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Our Faith My Life: Mobilizing Communities of Faith, One Sheep at a Time***

Maura Lynch sought to develop a program for a large Catholic church that would teach members how to combine their faith with social justice.

**Action Plan:** She organized a team of volunteers to help get the project started. She then wrote and produced a series of newsletters that teach social justice issues. The newsletters are written in such a way as to encourage her audience members to be interested and open to her ideas. In cooperation with the church the newsletters will reach 5,000 households.

**Michelle Schutt, February 2006**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Natural Parenting Resource Guide***

Michelle Schutt discovered natural parenting while pregnant with her first child. She researched many different parenting styles before deciding that natural parenting would be best for her family. According to Schutt natural parenting is parenting by intuition rather than instruction.

**Action Plan:** She decided to write a handbook for expectant parents to educate them about a variety of parenting issues, expose them to mainstream ideology and provide them with alternatives. In her handbook she focuses on the issues that tend to draw more controversy.

**2005**

**Serafina Scholl, September 2005**

**Committee Chairperson: Dr. Polly Kellogg**

***The Face of Disability at St. Cloud State University: Facts, Fight, and Hope for the Future***

Serafina Scholl interviewed a number of college students with disabilities. She found that some utilized Student Disability Services (SDS) on campus, while others did not. Those who did were generally more satisfied with their college experience.

**Action Plan:** Scholl made several recommendations based on her findings. First, that the SDS office should be given more resources both in terms of funding and staff. She also made recommendations to SDS staff, SCSU faculty, students with disabilities, and the federal government.

**Ryan Cox, August, 2005**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Racism and Our Schools: Effective Measure for Change and Transformation***

Ryan Cox analyzed racism in schools and how it affects students. He looked for ways to fight oppression in schools. Cox developed and teaches a class called "Oppression in Society."

**Action Plan:** Cox developed plans for teachers and administrators to deal with racism in their schools

**Kara Good May 2005**

**Committee Chairperson: Dr. Tracy Ore**

***A New Paradigm for Service-Learning: Social Justice***

Kara Good analyzed the concept of service-learning. She researched whether or not service-learning could be used to address social justice issues. Good also wanted to find out what students gain from service-learning.  
**Action Plan:** Good suggested several areas for further research related to service-learning.

**Jacquelyn Gustafson May 2005**

**Committee Chairperson: Dr. Julie Andrzejewski**

***The Consequences of Industrial Farming to Humans, Animals, and the Environment***

Jacquelyn Gustafson explored the issues of factory farming on health, the environment, and the treatment of the animals themselves. She examined the impact of factory farming on individuals and the planet.

**Action Plan:** Gustafson offers many suggestions to improve conditions, a few are included here. She suggests that people change to a vegetarian diet. She encourages individuals to write to Congress protesting the production of food that is genetically modified, irradiated, cloned, preserved, contains antibiotics, or chemical additives. She also encourages farmers to practice conservation on farmlands. Furthermore, she recommends that computer modeling be substituted for animal experimentation.

**2004**

**Rachel Imholte, December 2004**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Difficult, Challenging, and Different Students in Alternative Education***

Rachel Imholte 1) evaluated the efficiency of the PLATO Program, a new national computer-based learning program, and 2) used videos, independent media, internet websites on social responsibility issues to inspire students who are struggling to graduate from high school to become interested in learning.

**Action Plan:** Imholte makes several recommendations on how to work against oppression in schools. She discusses what the public school systems can do. She also shares what she does in the classroom to increase motivation for learning social justice studies.

**Julie Ingmire-Seminitis, December 2004**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Anti-Choice Crisis Pregnancy Centers in St. Cloud, Minnesota: Are Women Being Misled?***

Julie Ingmire-Seminitis researched Crisis Pregnancy Centers in the St. Cloud area. She found that many were anti-choice, meaning against abortion.

**Action Plan:** Ingmire-Seminitis organized a group of student activists. They participated in a training session and then went undercover to the Crisis Pregnancy Clinics. Next, they staffed an informational booth at St. Cloud State University declaring the clinics to be "fake clinics." Anti-choice letters submitted to the newspaper were printed. Pro-choice letters that were submitted were not. The students presented to their classes about their experiences and distributed posters

**Carla Durand-Demarais, December 2004**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Faith and Action: Living Justly in our World***

Carla Durand-Demarais wanted to find a way to increase her understanding of the teachings of her Church and how they relate to justice. She also wanted to find a way to help others learn about social justice and apply what they learn to their lives.

**Action Plan:** Durand-Demarais developed and taught a six week course about social justice.

**Maria Bernabe-Bjorklund, August 2004**

**Committee Chairperson: Dr. Linda Havir**

***The Effectiveness of Translations and Interpretations in Health Care Settings for Limited English Proficiency Patients: St. Cloud, Minnesota***

Maria Bernabe-Bjorklund examines the use of interpreters and translators for individuals with limited English proficiency in need of health care. Her study focuses on health care settings. She describes common barriers that are faced by individuals with limited English proficiency. She describes whether or not the translation and interpretation services are able to meet their needs.

**Action Plan:** Bernabe-Bjorklund outlines a plan recommending that health care providers take a more active role in following the Minnesota Limited English Proficiency Plan.

**Karen Brisk-Bettie, July 2004**

**Committee Chairperson: Dr. John C. Alessio**

***The Underemployment of Black African Immigrants in the United States***

Karen Brisk-Bettie analyzes the causes and impacts of underemployment of black African immigrants. She also researched organizations that work to lessen the impact of underemployment.

**Action Plan:** Brisk-Bettie recommends that small groups of African immigrants find ways to organize together to help each other. She recognizes that this will be a challenge because some of the conflicts the different groups had in Africa they will have brought with them to the United States.

**Kiyoko Asano May 2004**

**Committee Chairperson: Dr. Linda Havar**

***Preparation for Japanese Students Who Expect to Study in a U.S. Institution of Higher Education***

Kiyoko Asano researched the needs of Japanese students at the College of St. Benedict and St. John's University. Asano recommends that students have a clear idea of their goals before studying abroad. It is suggested that Japanese students become familiar with the U.S. educational style, social life, culture, good, people, facilities on campus and discrimination.

**Action Plan:** Asano planned to organize activities for international and domestic students to promote interaction. Also, Asano planned to work with The International Program Office at Bunkyo Gakuin University and the International Student Office at the College of St. Benedict/St. John's University to write a handbook to assist Japanese students studying abroad.

**2003**

**Heather Ebnet May 2003**

**Committee Chairperson: Dr. Tracy Ore**

***Diversity Issues in the Elementary Classroom***

Heather Ebnet conducted a survey in three different schools. Her participants were fifth and sixth grade students. Her goal was to find out from children how they perceived their school environment regarding issues of oppression.

**Action Plan:** Ebnet plans to continue to fight for equality and social justice in the classroom and the world. She hopes her research will be used to create classrooms free from oppressive language and curriculum. It is also hoped that it will help teachers to understand the importance of a well developed and implemented diversity and social justice curriculum.

**2002**

**Molly Wilson, December 2002**

**Committee Chairperson: Dr. Elizabeth Scheel-Keita**

***Children Who Witness Domestic Violence Protection Act***

Molly Wilson sought information to discover if children in Minnesota were witnessing domestic violence and to what extent. She investigated how communities were responding to the needs of those children. She attained information from experts to assist Senator Paul Wellstone in writing federal legislation to serve the children. During an 18 month period she documented the experiences of children who witnessed domestic violence.

**Action Plan:** Based on the findings of this study Senator Paul Wellstone introduced the Children Who Witness Domestic Violence Protection Act.

**Sue Butte May 2002**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Alms . . . for Whom?***

Sue Butte investigated if and how charitable organizations use images and stereotypes of people with disabilities for fundraising. She raised questions about whether projects which actually benefit people with disabilities are supported by these same organizations.

**Action Plan:** Butte encourages readers to evaluate charities to see if they really help people with disabilities. She hopes individuals will educate themselves about the real issues of people with disabilities and then educate others.

**2002**

**Opheouse Randall, August 2000**

**Committee Chairperson: Dr. John C. Alessio**

***Arrest Ratio of African Americans and Juveniles from 1965 to 1995: An Analysis of the impact of Legislative Activities Regarding Federal Criminal Codes/Laws***

Opheouse Randall conducted research to find out if an increase in federal laws resulted in an increase in the number of arrests of African-Americans. He found that it did. He also researched whether or not an increase in federal laws resulted in an increase in juvenile arrests. It did not.

**Action Plan:** He suggests that the United States needs to find more effective ways to keep people safe. Plus, the U.S. needs to move beyond focusing on race for social control.

**Catherine Borgert May 2000**

**Committee Chairperson: Dr. Polly Kellogg**

***Theory and Practice in Multicultural Education***

Catherine Borgert had taught human relations classes at the St. Cloud Technical College for 15 years before starting this project. She wanted to design a new human relations course that would focus on social justice and diversity issues. She also wanted to design the course in a way that it would be beneficial to her colleagues that may also be involved in teaching the course.

**Action Plan:** She researched teaching methods before designing a new course. Then she planned the curriculum for a course that teaches about oppression, classism, racism, sexism, and heterosexism.

**1999**

**Alan Amdahl, December 1999**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Diversity Education for the High School Student***

Alan Amdahl attended college to become a teacher. During this time he gained first-hand exposure to racism. As a student teacher he taught in south Texas. He realized that people are different from each other and that we need to respect and value diversity.

**Action Plan:** Amdahl developed a curriculum for a high school diversity course very much like the general education Human Relations courses which also met the graduation standards. He got the course approved and taught it for the first time with school leaders. As a result of this project, this course has been institutionalized into the curriculum at Albany High School and is taught several times every year.

**Debra VanNorman, December 1999**

**Committee Chairperson: Dr. John C. Alessio**

***Community Organization with the Elderly: A Funding Project***

Debra VanNorman participated in a community organizing project in Brainerd, Minnesota. The project included older adults and emphasized individual empowerment and empowerment as a community.

**Action Plan:** This program was put into action along with a grant proposal that was funded and successfully implemented.

**1998**

**Renee Rude, December 1998**

**Committee Chairperson: Dr. Julie Andrzejewski**

***The Role of Academic Libraries in Social Responsibility***

Renee Rude did a critical analysis of library practices and developed a set of recommendations for progressive librarians who want to foster social justice.

**Action Plan:** An article that she wrote based on her findings was published in *Multicultural Review*. As a result of this article, she was asked to become the Serials Editor for *Multicultural Review*. She has also had other works published.

**Yasuko Kamada, May 1998**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Ainu Lives: A Study of Ethnic Value Among the Indigenous People of Japan***

Yasuko Kamada researched the Ainu, the indigenous people of Japan, and surveyed them regarding how colonialism and racism has affected their lives. She worked directly with the Ainu people and Ainu activists for their rights.

**1996**

**Hedwidge Tripp, May 1996**

**Committee Chairperson: Dr. Douglas Risberg**

***Voices of Eurasian Women: A Study of Image and Identity.***

Hedwidge Tripp interviewed eight multiracial Asian women. Utilizing information that she gathered about the women and herself she analyzed their search for identity and self esteem. Tripp also provides examples of women who could have been good role models.

**1995**

**Linda Zirbes, August 1995**

**Committee Chairperson: Dr. Julie Andrzejewski**

Linda Zirbes wrote an overview of Environmental Injustice and conducted a study of environmental racism in Minnesota by looking

at where the hazardous waste sites were located near populated areas.

## 1991

**Lee La Due, November 1991**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Defining Oppression: An Exercise Manual for the Multicultural Educator***

Lee La Due researched methods for teaching multicultural education. She starts with the importance of understanding oppression. She then lays the framework and foundation for teaching about the distribution of wealth, racism, sexism, heterosexism, homophobia, and ableism.

**Action Plan:** La Due developed an education plan to teach students about social justice issues.

## 1981

**Patricia O’Keefe, November 1981**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Ideological Language and Gay Oppression***

Patricia O’Keefe examined the ideological language that has traditionally been used to oppress lesbians and gay men. She includes an historical overview, ideological language, current opinions and recent findings for 1981.

**Action Plan:** In writing this project she hopes to challenge the assumptions individuals may have about lesbians and gay men. She hopes to improve their understanding.

## **PORTFOLIOS**

### 2008

**Lucille M. Guinta-Bates, May 2008**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Empowering Women, Challenging Sexism, and Personal Global Social Justice—***

***A Portfolio of Change Agent Projects***

Lucille Guinta-Bates organized and/or made significant contributions to public events, made public presentations, facilitated programming, and participated in activism in the following projects: Activism against Sugar Daddy’s Strip Club, Women’s Empowerment and Assertiveness Workshop, body image education and outreach, anti-pornography education, and personal global social justice.

### 2003

**Ayako Mochizuki, August 2003**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Activism in Global Social Justice***

Ayako Mochizuki organized and/or made major contributions to significant events, wrote papers for publication, and made public presentations on: World Farm Animals Day, Radioactive Genocide, Celebration for the Turkeys, Animals and War, Vegetarianism as a Solution for Environmental Devastation and Global Hunger, Animal Rights and Veganism, the Arctic Wildlife Refuge, Activism in Japan, W.I.L.D. (World Issues/Local Dimensions) Week, Global Feminism: An International Women’s Panel.

### 2002

**Kerri Roesner, December 2002**

**Committee Chairperson: Dr. Julie Andrzejewski**

***Activism in Women and Social Justice Issues***

Kerri Roesner organized a series of 8 projects: Great American Smoke Out Day; Palestinian/Israeli conflict presentation for Women on Wednesday; Eating Disorders Awareness Week; Counter-demonstration at Planned Parenthood; Mad Cow/Mad Deer Disease Symposium; Love Your Body Day; Consciousness Raising Group; Wrote a grant.

NWJ, 11/26/07  
NA, 3/16/10  
SSP, 4/13/10