



WSSA NEWS

Volume 52, Issue 2

Spring 2020



President's Welcome



Welcome to our WSSA Virtual World:

We Will Overcome !

by Debra D. Andrist
President, WSSA

While we members of WSSA wish we had the opportunity to enjoy *all* of the unique characteristics of our particular annual conference in 2020, in person, in Portland, Oregon, as we planned, and as we have for all the years of our existence, we currently have the responsibility to adapt to the times and concerns!

Featured Article

Call for Papers for 2020 Virtual Conference

*"2020 Virtual Juried Proceedings
of the*

Western Social Science Association"

This is a Call for Papers for the 2020 WSSA virtual conference, which is replacing the previously scheduled 2020 face-to-face conference, which would have been held in Portland, Oregon, USA.

See pages 4 & 5 for the full call.

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President's Welcome (cont.)

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As a result those times and concerns, this year, 2020, for the first time, we'll be "meeting" in June and in the virtual world!

As president of WSSA 2020, I am disappointed to miss the face-to-face aspects of the conference but I have the pleasure of welcoming you to as many of the associated professional and personal possibilities offered by our conference as we can possibly arrange virtually, whether you are a long-time member (many have been for numerous decades!) or a new colleague--and in this new format!

The impetus of the change this year rises out of current global concerns for health and safety but we WSSA members now have opportunities to participate in cutting-edge technology for our purposes and to anticipate future options for scholarly interactions across the board. The usual presentations, variations on activities, etc., characteristic of many a professional organization's conference, will go on in adapted and new formats, and we will invent other "new" aspects as well. The comradery, conversations and especially, the post-session discussions, distinctive and inimitable as they are, will be different in format but as scintillating as we can make them! I've belonged to a lot of organizations over a lot of years and, in my experience and according to the myriad of members with whom I communicate, the WSSA conference is matchless and irreplaceable for those unique opportunities to bond and share. We will now adapt these to the virtual world!

Having been the president-elect last year and thus, the conference coordinator in 2019 in San Diego, and now as the president of the organization during our very first foray into the virtual world, I have particular personal insights into, and understand how, all the behind-the-scenes efforts of so many come together to handle the logistics of such a large, allied-organization,

multi-section, multi-day and multi-activity undertaking, bringing everything to fruition, front and follow through during the days of the conference itself and the post-action requirements.

Each conference is a true feat of collaborative organizational engineering on the parts of those, almost all unremunerated volunteers, for whom our *WSSA Operations Manual*¹ enumerates duties! It takes the President, the President-Elect/Conference Coordinator working with the Program Editor (a marvel of techno expertise), the Vice-President/Secretary, the Immediate Past President, the Executive Director, the Board Members, the Journal Editors, the Book Review Editor, the Marketing, Recruitment and Retention Coordinator, the Student Award/Grant Coordinator, the Communications Director who is also the Conference manager, the Web Manager, the Newsletter Editor AND the Assistant to the Executive Director (in short, she walks on the proverbial water), the Archivist, Conference workers and, not least of all, the Section Coordinators, to accomplish everything.

Now we are adding some logarithmically-involved details for the technological engineering to switch into the virtual world! Do find out who these wonderful colleagues are, via the *WSSA Newsletters* and the 2020 conference program and on the WSSA website and, please, thank them profusely for all they do! Also, please consider participating yourself in this line-up in future years!²

Please also stand by for further instructions on how to participate! As a product of the 1960's and appropriating verbiage from those times, I am convinced that, together, "we will overcome" as we members of WSSA adapt our needs and purposes to the current circumstances!



¹ Available at our website; check it out, you may be surprised but certainly, you will be impressed! Additionally, we have a *Section Coordinators' Handbook*, plus a *PowerPoint* to guide the SCs' organizational and editing skills as they put their panels and roundtables together, and for the post-conference abstracts.

² Not only does such work count for service on faculty evaluations and/or bids for promotion/tenure but is amazingly gratifying in and of itself—trust me !



The WSSA News accepts proposals for articles from any current members.

We also accept announcements of members' awards, publications, and promotions, and of other life events and accomplishments.

Deadlines for inclusion are generally late July or early August for the Fall issue, early- to mid-December for the Winter issue, late February for the Spring issue, and early June for the Summer issue.

To propose an article, read the submission requirements below and follow the instructions. Announcements should be sent directly to the News editor, Kate Herke, at WSSA.Admin@nau.edu.

Articles should be written from a social science perspective, on topics that should be of interest to social scientists in many disciplines, who are well-educated but not necessarily very familiar with the writer's discipline. They should be written in a conversational, reader-friendly, tone, and humor is encouraged, if the writer is so inclined.

Potential authors should write about something that simply interests them, that isn't formal enough, or doesn't have enough weight, for a scientific publication, but that they'd like to "put out there". These may include observations of interesting behavior, explanations of (social science) pet peeves, essays on topics that are important to understanding the world but are little understood outside the author's field, etc.

Articles may be any length from a couple of paragraphs to a couple of pages, and do not need much, if anything, in the way of footnotes and citations, although those are welcome if the writer thinks they would be useful. Cartoons and other alternate forms of visual communication may also be submitted, and illustrations for the articles are encouraged.

Articles must be original, and they may not have been previously, or concurrently, published.

Acceptance of any submission is solely at the discretion of the editor.

WSSA NEWS

2019 - 2020

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WESTERN SOCIAL SCIENCE ASSOCIATION is a professional educational organization committed to multidisciplinary and interdisciplinary scholarship, service, and collegiality. The Association's mission is to foster professional study, to advance research, and to promote the teaching of the social sciences, as well as to promote social justice, equitable treatment, and the application of due process for all peoples. Founded in 1958, WSSA draws on scholars and others in over 30 disciplines, or "sections," from all over the world. WSSA convenes an annual conference, publishes the *Social Science Journal*, a juried quarterly research journal, and the WSSA News, the association's quarterly newsletter. Registration for the WSSA annual conference automatically confers membership in the Association, at no extra charge. For those who will not be joining us at the conference, but would still like to be voting members and to receive the publications, subscription-only memberships can be purchased from our website. Prices are \$45 (individual); \$60 (includes spouse); \$35 (student); \$30 (retired). For further information, contact Larry Gould, Executive Director, WSSA, 2307 Chof Trail, Flagstaff, AZ 86005, phone: 928-606-2248, e-mail: larry.gould@nau.edu

WSSA News is published quarterly by the WSSA. Proposals for articles may be submitted to the Editor, Kate Herke, at WSSA.Admin@nau.edu

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Call for Papers, cont.

(Continued from page 1)

IF you had a paper, panel, or roundtable accepted for the face-to-face conference

AND

You want to present that paper or roundtable (or a video presentation) in the virtual conference, see instructions, section [1], at bottom of page.

IF you did not apply to participate in the face-to-face conference,

BUT

you would like to present a paper , video, or roundtable in the virtual conference, see instructions, section [2], at bottom of page.

WSSA is cognizant of the time and energy that our members have put into developing their scholarly work for the face-to-face conference that had been scheduled for Portland, Oregon. We are also fully aware that a virtual option will not replace the opportunity to meet with colleagues and friends at a face-to-face conference; however, moving forward with the virtual option does allow us to maintain connected until we meet in Albuquerque 2021.

WSSA has been working with its various affiliates, associated groups, and sections to provide an opportunity for scholars to present their papers via an Online Juried Proceedings. This will be an asynchronous Proceedings, which will allow for a virtual exchange of ideas, comments and thoughts about the submitted presentations, without requiring the “attendees” to be logged in at any specific day or time.

At present we already have over 150 presenters signed up to submit their presentation(s) for the WSSA Juried Proceedings Virtual Conference.

Presenters:

- may submit up to two presentations; Please note that we are not able to cross-list sections or papers.
- should submit to a specific section, either the section to which they originally submitted, if they were accepted for the face-to-face conference, or to the section that is the best fit for the topics of the presentation, if this is a new submission
- can submit a document (their paper), and/or a video, and/or a Power Point Presentation.
- Only submissions by presenters who have either already paid the Conference Fee or who pay the Conference Fee by May 26 will appear on the website. No presentations will appear unless the presenter has paid the registration fee.

Even if your paper title and abstract were submitted for the face-to-face conference, you must now submit your full paper, in order for it to appear in the virtual conference.

(Continued on page 5)

Call for Papers, cont.

(Continued from page 4)

Timeline:

It is expected that the submission portal will be opened at some point during the third week of April. The submission portal will close on May 30, 2020.

During the submission period, all submissions will be reviewed.

The Juried Proceedings, during which comments can be received, made and responded to by paid registrants for the Online Juried Proceedings, will open on June 10, 2020, and will remain open until September 30, 2020.

The Proceedings will then be opened for public access for one year. This access will permit viewing, but will not permit commentary.

Instructions:

[1] **IF** you had a paper, panel, or roundtable accepted for the face-to-face conference **AND** You want to present that paper, panel, or roundtable at the virtual conference, You can submit your presentation(s) by going to <https://www.wssaweb.com/>, clicking on the Conferences tab, and then on the submission portal. When we have a paid registration on file, your presentation will be added to the conference website.

Paid registrations may be face-to-face registrations that you have requested (by email to WSSA.Admin@nau.edu) to have transferred to the virtual conference, or they may be new registrations, if you had not yet registered for the face-to-face conference before registration was closed. New registrations can be made at the following link:

<https://reg.planetreg.com/E317131545175834>

If you registered for the virtual conference before submitting your presentation, we already have your registration on file - you do not need to do it again, you only need to email to WSSA.Admin@nau.edu, asking for the registration to be changed to virtual - IF you have not already done so. If you have already sent such a message, you do NOT need to send another one.

[2] **IF** you did not apply to participate in the face-to-face conference,

BUT you would like to present in the virtual conference,

You can submit your presentation(s) by going to <https://www.wssaweb.com/>, clicking on the Conferences tab, and then on the submission portal. Your presentation will be reviewed by the appropriate Section Coordinator and then, IF it is accepted, will be added to the possible presentations for the conference. When we have a paid registration, in your name, for the virtual conference, your presentation will be added to the conference website.

New registrations can be made at the following link:

<https://reg.planetreg.com/E317131545175834>

If you registered for the virtual conference before submitting your presentation, we already have your registration on file - you do NOT need to do it again.

If you registered for the face-to-face conference, you do not need to also register for the virtual conference, you only need to send an email to WSSA.Admin@nau.edu asking to change the registration to virtual. If you have already sent that message, you do NOT have to send another one.

Water, Water, Everywhere . . .



by Debra D. Andrist
President-Elect / Program Chair

Anybody remember the saying, *Water, water everywhere/Not a drop to drink?*¹ I frequently thought it when I saw the ubiquitous cell phones in (students') hands—absolutely everywhere, but of no redeeming academic value in regards to their (hoped-for) thirst for knowledge, especially in face-to-face classes. Like most professors initially, all my syllabi (not to mention my none-too-subtle verbal admonishments in class) officially banned cell phones from not just visibility but usage in class. Sometimes, as I moved through the classroom to check on paired or group work, I glanced about to make sure that all thumbs were stationary and/or any downcast eyes were not scanning semi-concealed phones.

Well, I was wrong to have a global ban—not completely, but a communication studies colleague's presentation at a conference at about the turn of the century (that is 20th to 21st in case anyone under a certain age is actually reading this essay) changed my mind and my strictly enforced universal classroom policy regarding cell phones. Since that presentation, I have read numerous essays about like-epiphanies among colleagues. The (controlled & directed—no ringing, no social media per se) use of cell phones in the classroom can be a boon to, not the bane of, learning!

For example, though this is the most potentially problematic application, in the language-acquisition face-to-face classes I infrequently teach, students can google-translate a vocabulary word they lack to be able to make a discussion comment or for a short in-class writing assignment (but hopefully not very often for obscure words they request that I suddenly cannot remember in an infrequent senior moment in any of the languages used in class). Alternatively, students can do what I did for the title reference in this essay, find a background source for something someone (like me, the professor) has said or written or that they themselves want to say or write. Of course, in my syllabi and in class, I do define plagiarism in detail and give examples to *try* to avoid unacceptable uses of this tool.

However, it is in the face-to-face advanced medical and art/literature in LOTE² classes I usually teach where permitting controlled and directed cell phone usage *can* offer the most educationally-justified support. Admittedly, the students in these classes are usually more directed towards, interested in, and experienced with, the subject matter, better-prepared linguistically, etc., so vocabulary searches are less frequent and source searches more common and even more justified, as the results of said searches are more applicable to the more complex discussion and/or writing therein.

Conversely, cell phone use in the wholly on-line in-LOTE classes I teach are another, completely different, situation--and challenge especially in terms of plagiarism and other threats—so, a separate essay!

In either case, I would like to hear comments and examples from colleagues who permit and use cell phones in classes either face-to-face or on-line classes, whether in LOTE or in English. I always cite sources, so anyone who shares an idea I think will work in my classes will get credit with my students!



¹ Can you guess how I jogged my memory about the source of this saying? Yes, ironically, I *googled* from my cell phone to verify that these are lines from the poem, *Rime of the Ancient Mariner*, by Samuel Taylor Coleridge, the late 18th-early 19th Century English founder of literary Romanticism.

How Green the USMCA?



by
Steve Mumme
Colorado State University

Most WSSA members are aware that the American President recently, January 28, 2020, signed the United States, Mexico, and Canada Free Trade Agreement (USMCA) that replaces, some say extends, the North American Free Trade Agreement. U.S. approval effectively brings the new trade deal into force. Among its various virtues, the USMCA has been touted as strengthening trilateral commitment to environmental protection in the North America region. But how green is it, really?

Some gauge of the color of its green (let's say the spectrum from olive green to forest green) may be had by listening to the responses of various environmental groups. As was the case with NAFTA at its signing in the fall of 1993, environmental groups are divided in their assessments of the new deal, whose key environmental provisions are set out in the USMCA's Chapter 24 on the Environment. Those supporting the new agreement are taken by the inclusion of environmental values in the actual text of the agreement, and not as a side agreement as was the case with NAFTA. Incorporating environment in the text, or body of the agreement means that USMCA's environmental provisions are theoretically actionable, or enforceable as a condition of the agreement. In other words, allegations of violations of the environmental commitments may be prosecuted through the dispute settlement mechanism provided by the USMCA. That option was not available under NAFTA. Proponents also like the fact that Chapter 24 makes specific reference to various multilateral environmental treaties (for example, the Convention on International Trade in Endangered Species-CITES) and with

some exceptions obligates the parties to comply with their terms.

The USMCA also eliminates NAFTA's infamous Chapter 11 that allowed companies to challenge national environmental laws as non-tariff barriers to trade. Further, Chapter 24 arguably strengthens the North American Agreement on Environmental Cooperation (NAAEC—NAFTA's environmental side agreement) by drawing its key citizen's submissions on failures to enforce national environmental laws into the actual trade agreement, rather than marginalized in the NAAEC as it was before. And, at the last minute, environmentalists were able to persuade the U.S. Congress to require an interagency committee monitor the governments' commitment to the environment and to add a statement that stipulates that environmental violations affect trade and investment. And the deal came with \$300 million dedicated to the U.S. Environmental Protection Agency to spend on sanitation projects along the U.S.-Mexican border.

Less enthused, however, are a set of environmental organizations including the Sierra Club, Natural Resources Defense Council, Friends of the Earth, Earthjustice, and the League of Conservation Voters who see USMCA's Chapter 24 as a missed opportunity that falls well short of what should have been achieved environmentally. While acknowledging, yes, that placing environmental conditions in the trade agreement is a modest improvement over NAFTA's side environmental side agreement, NAAEC, the benefits, they say, are slight. As reported by POLITICO, they argue that the USMCA "does not even mention climate change, fails to adequately address toxic

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How Green the USMCA? (Continued from page 7)

pollution, includes weak environmental standards and an even weaker enforcement mechanism, supports fossil fuels, and allows oil and gas corporations to challenge climate and environmental protections.”

There is certainly some merit in this critique. The obligatory language bearing on the governments (the Parties) found in Chapter 24’s substantive provisions is notably lax, raising the bar for prosecuting environmental challenges to trade destructive practices. Climate change, which was barely on the radar when NAFTA was debated in the Bush, Sr. and Clinton administrations, is now an internationally compelling concern—the fact it wasn’t included in Chapter 24 more likely reflects the U.S. administration’s adamance on this issue than strong opposition by Mexico and Canada, though this is hard to substantiate. And while NAAEC’s Chapter 14 Citizen Submission procedure is now in USMCA, the governments are still able to block factual submissions and, I would note, the Commission for Environmental Cooperation

(CEC) in Montreal, NAAEC’s Secretariat, is left standing in a new and separate side agreement to the USMCA, there is no further commitment its funding and maintenance, which remains static at 9 million USD, the same as it has been since 1994 when NAAEC entered into force. This effectively enfeebles the CEC which is tasked with implementing the Citizen Submissions process. And, while less discussed in relation to USMCA, the other environmental side agreement to NAFTA, establishing the North American Development Bank with a special emphasis on environmental infrastructure development along the U.S.-Mexico boundary, is nowhere mentioned in USMCA, nor have the U.S. and Mexican governments made any motions to strengthen their support for these functions apart from the additional dollars dedicated to border sanitation.

So, how green is the USMCA’s Chapter 24 and related environmental provisions? Green, yes, but on the olive colored side of the spectrum. It remains to be seen just how far Chapter 24’s provision will carry. Stay tuned.

Position Announcements

WSSA provides free space for university and other education-related position announcements referred to us by members.

See our website at

<https://www.wssaweb.com/position-announcements.html>

WSSA Outstanding Emerging Scholars

2020

Past - President's Award : Dr. Jose R. Bucheli

Dr. Bucheli is an Assistant Professor of Economics, New Mexico State University, and a former visiting Fellow at the University of California, San Diego Center for U.S.-Mexican Studies (2018-2019). His research studies migration and return migration as agents of economic and social change. He states that "Existing economics literature has traditionally focused on emigration from the developing world and immigration into more developed countries. Recent reversals in the flows have opened unexplored and promising development channels as more migrants are returning to their countries of origin than ever before. Against this backdrop, my work investigates how emigration affects non-migrants at home as well as the temporal nature of many individuals' migratory experiences. By focusing on human welfare, I advance our understanding of how migration and return migration contribute to the development of communities of origin through theoretically-driven, empirically-informed, and policy-relevant applied research."



President's Award : Dr. Samar Zahrawi

Dr. Samar Zahrawi, the President's choice for Outstanding Emerging Scholar 2020, emerged, phoenix-like, almost literally from the ashes of her former personal and professional lives! Previously a specialist in English literature and an academic administrator outside the U.S., socio-political upheaval necessitated that she "re-invent" herself on both fronts of her persona. After immigrating with her family to the U.S. in 2013, she was hired as an assistant professor of Arabic at Sam Houston State University in 2014, where she has focused on teaching that language, developing a program, hosting and mentoring an Arabic-speaking teaching assistant at SHSU through continuing Fulbright critical language grants (and just as of March 2020, has received a \$78,123 grant for an Arabic language and culture acquisition program at SHSU from Startalk, for whom she was a fellow during her years on tenure track). Dr. Zahrawi also re-invented her scholarly persona at the same time and now investigates and writes on socio-political aspects of culture as represented in Syrian drama and Middle Eastern film, areas previously little studied by international academics. Her resulting articles and upcoming book represent cutting-edge scholarship in these fields. Now in her sixth year of reinvention, she became a U.S. citizen in 2019 and was just advised at the end of March 2020 that her tenure bid has been approved by the University beginning fall 2020.



President-Elect's Award : Dr. Cheryl Redhorse Bennett

Cheryl Redhorse Bennett is an Assistant Professor in American Indian Studies at Arizona State University. Bennett is an enrolled citizen of the Navajo Nation and also descended from the Comanche Nation. She grew up in the Four Corners region of New Mexico. Dr. Bennett holds a PhD in American Indian Studies from the University of Arizona, and a Master of Arts in American Indian Studies from the University of California Los Angeles and a Bachelor of Arts in English and Southwest Studies from Fort Lewis College. Previously, she has published on the topics of violence in reservation border towns, violence against Native women, and crime and Indian gaming, including two chapters in the edited volume *Crime and Social Justice in Indian Country*. Her research interests focus on social issues in Indian Country including race relations, crime and hate crimes against American Indians, and missing murdered Indigenous women (MMIW). She uses decolonizing methodologies and indigenous epistemology to address these issues and to answer the research question "How do American Indian people respond to and combat racial bias and violence?"



WSSA Larry Gould Best Article award 2020

Each year, a committee selects the best article published during the previous year in the journal sponsored by WSSA, *The Social Science Journal*. The author(s) receive a \$1,000 cash award and are honored at the President's Reception and Awards Ceremony.

The 2020 Larry Gould Best Article Award has been awarded to **Guizhen Ma** and **Dr. Erin Hoffman** of the Department of Sociology, Social Work, and Anthropology at Utah State University for their manuscript,

"Immigration and Environment in the US: A Spatial Study of Air Quality."

In this paper, Ma and Hoffman use the air quality domain of the Environmental Protection Agency's Environmental Quality Index (EQI) to examine the association between immigrant and native populations and local air quality across all counties in the continental U.S. They find that native population is strongly associated with worse air quality, while foreign-born population is associated with better air quality. However, this association varies by immigrant country of origin, with East Asian immigrants in particular associated with worse air quality, and by immigrants' year of entry, with some immigration cohorts positively associated with air quality, and others negatively.

The selection committee noted that this study is a laudable for its innovative approach and rigorous methods as well as for its boldness in venturing into controversial territory. The issues explored are very relevant and the work poses interesting and important questions, including challenging views that blame immigrants for environmental ills. Place and region matter, and the authors did well in exploring the spatial dimension of the work. At a time when argument occurs with little information and even less reflection, the authors' erudition and insights are overdue and most welcome.

You can read Ma and Hoffman's work in *The Social Science Journal* 6(1): 94 – 106.



2020 Portland, Oregon CHANGED TO VIRTUAL due to coronavirus pandemic

2021 Albuquerque, New Mexico -- Albuquerque Hyatt Downtown -- March 24, 2021 through March 27, 2021

2022 Denver, Colorado -- Denver Marriott City Center -- March 30, 2022 through April 2, 2022

2023 Tempe, Arizona -- Tempe Mission Palms -- April 12, 2023 through April 15, 2023

2024 San Antonio, Texas -- Hyatt Regency, San Antonio -- April 3, 2024 through April 6, 2024

2025 Seattle, Washington -- Sheraton Grand Seattle -- April 2, 2025 through April 5, 2025

Future Conferences

WSSA Student Competitions: Papers & Travel Grants



by William Schaniel
University of West Georgia (retired)
Global Scholastic Services
WSSA Student Grant & Award Coordinator

2020 WSSA Undergraduate, Graduate, and Wicks Dissertation Paper Winners & 2020 WSSA Student Travel Grant Recipients

The WSSA mission has promoting student academics as one of its core principles. While this is not unique, as many associations have students as part of their mission, the WSSA is unique in the amount of time and money put into engaging, encouraging and supporting students. The two major components of the WSSA focus on students are the three student paper competitions, and the student conference travel grants. At the time this article was written, most of the paper winners and grant recipients were planning to participate in the virtual conference. If you are in a session with one of these rising scholars, be sure to congratulate them on their scholarship, and encourage them to participate in next year's WSSA conference.

The Student Paper Competitions and their Winners

There were 20 papers submitted to be read as part of the competitions. The papers came from 16 different institutions ranging from research Universities to community colleges. The papers were to be presented in 13 different sections, with 4 student submissions from the Communication Studies section, and three student submissions from participants in the Association for Borderlands Studies, and Environmental Policy & Natural Resources Management sections. The students who wrote the outstanding and honorable mention papers for the Undergraduate, Graduate, and John Wicks Dissertation Paper Award will receive their checks in the mail this year because of the change in format to a virtual conference due to the corona virus pandemic. This year's winners will also be honored at the 2021 Convention in Albuquerque.

The 2020 Outstanding Undergraduate Paper was written by Dalton Bailey, attending Manchester University (Indiana). His paper "Kosciusko County Drug Court Evaluation" will be presented in the Criminal Justice & Criminology section. The 2020 Honorable Mention Undergraduate Paper was by Alexandra N. Tipps, who is a student at Collin College - Frisco Campus (Texas). Her paper "From Indigenous Land to

Privatization: An Introduction to the Complicated Identity of Palo Duro Canyon in the Nineteenth and Twentieth Centuries" will be presented in the History section.

The 2020 Outstanding Graduate Paper was written by Wei-Jie Liao who is a student at University of Nebraska at Omaha. His paper "Examining the Patterns and Causes of Budget Changes at the Local Level" will be presented in the Public Finance and Budgeting section. The 2020 Honorable Mention Graduate Paper by Cody Woods is "Applying the Advocacy Coalition Framework to Australia's Military Environmentalism". He attends Colorado State University and was scheduled to present his paper in the [Environmental Policy & Natural Resources Management section](#).

This year's third and final competition was the John Wicks Dissertation Paper Award. The 2020 John Wicks Dissertation Paper Award Recipient is Evgenia Spears of Texas A&M University. Her paper "Owner-land Relationship: A Phenomenological Study in the Texas Hill Country" was to have been presented to the Environmental Policy & Natural Resources Management section. There is not normally any additional recognition for Wicks Dissertation Paper submissions. However, since there were

two almost equally outstanding papers this year, the Student Paper Competitions Committee decided to recognize a second submission, which we are calling the 2020 John Wicks Dissertation Paper Award Special Mention. Michelle Phillips, attending UC Berkeley, is the recipient of this one-time award. Her paper "Racialization of the Servant: The Role of Racism in Perpetuating National/Ethnic Hierarchies in the Household" was to be presented in the Sociology section.

Finally, there is a new WSSA student paper competition, the Bill L. and Gerre D. Andrist Prize for Best Student Paper on Women. As with other WSSA student paper competitions, the papers submitted can be from any academic field or section, but must have women as their primary subject focus. Students will be able to submit papers for this competition as they do for all other competitions. There will be a separate specialized review committee to determine the outstanding paper.

Student Travel Grant Recipients

This year there were 49 submissions for the 10 travel grants. By dividing the travel grants between recipients from the same University 14 students were recipients of WSSA Student Travel Grant. Some to student receiving joint grants also received matching or additional funding from their institutions. There were applications for student travel grants from students in 14 states and 8 countries, including multiple grant requests from Mexico, Brazil, India and Nigeria. Students who applied for the travel grant were presenting in 20 of the 33 WSSA sections. Many of the students were doing multiple presentations, and some to multiple sections. Unfortunately, since the face-to-face conference was cancelled and there will be no travel for the virtual conference, the recipients will not receive any travel funding from WSSA. Fortunately, the student grant recipients can put "WSSA Travel Grant Recipient" on their resume as they were awarded the grant prior to the shifting to a virtual conference.

The recipients of full \$500 WSSA Travel Grants were: Francis Okpaleke, University of Waikato New Zealand, presenting in Political Science section; Edgar Garcia Velozo, Universidade Federal do Rio Grande do Sul, presenting at the Association for Borderland Studies meetings; and, Juan Carlos Hernández Márquez, Autonomous University of Ciudad Juárez, also scheduled to present at the Association for Borderland Studies meetings.

Recipients of joint travel grants are: James March Mistler & Matthew L McClellan,, University of Massachusetts-Boston, presenting in the new LBGTQ Studies section; Nubia Paulina Grijalva & Janeth Gonzalez, Northern Arizona University, presenting in the Social Work section; Eleanor Ginder, Priscila Bitencourt, & Katie Hardy, University of Southern Maine, presenting in the Social Work section, and finally Nicolas Hernandez, Emily Stephenson, Carrisa Siccion, Jose Omar Garcia Ortega, all attending California State Polytechnic University-Pomona, presenting in the Mass Communications section.

Please encourage all students who participate in your sessions and section in the virtual conference to participate in next year's conference, the multiple Student Paper competitions, and Travel Grant Awards. These students are the future of WSSA.

It's For the Birds



by Debra D. Andrist
WSSA President
Sam Houston State University

Having spent my childhood in a place where the average yearly precipitation, including rainfall and snowmelt, is 17 inches¹, where the sunny, dry climate makes for very hot summers and very cold winters-- which are not so uncomfortable as they might be in a more humid area--I never thought I would want to live on a lake in a notoriously hot & wet climate. Yet I have lived in such a hot, wet, lakeside place for more than two plus years for several reasons. Most remarkably, it's been an eye-opening experience in terms I wouldn't have guessed, those of my heightened perceptions and knowledge of nature and climate change.

When we first moved into said house, five hours before Hurricane Harvey hit and destroyed so much², I only *thought* I was attuned to the changes in weather and in the flora and fauna of the area due to living close by, but on a golf course, for about a decade. We even made a little fun of those friends and neighbors who were mesmerized by their lake views! We, too, watched the bird migrations fall and spring and so much more from a similar screened porch in the previous house. Yet, the first year in the house on the lake, the huge migrations of geese and the pelicans and other birds simply amazed us with their numbers in the thousands as they paused on the water to rest, fish, etc. Truly, rather than the figurative interpretation of the saying, "it's for the birds," i.e., not that important or is dismissible, in our experience, it was literally what this lake represented and demonstrated, an almost bird sanctuary on their travels.

However, dramatic changes in those bird migrations over the two years underline what's happening on the local scene, not to mention my reading about on an (inter)national scale in my favorite magazine, *National Geographic*, among

other resources. One year after we moved, we saw about half the previous number of the different kinds of birds flying over or on the lake. Two years later, as a rule, I see *one* lonely goose or pelican, maybe a few more infrequently, or a few cormorants or ducks, in either circumstance.

I am so horrified by such a spectacularly negative and rapid change locally that I'm not sure what to say or do to call attention to what is obviously related to the very real effects of climate change on the overall environment. My experience is only that of one tiny area, which shared alone, seems not nearly shocking enough to awaken the senses and concerns and actions of others about what is undoubtedly happening on a global scale (as is amply supported by evidence from numerous studies worldwide).

Not to downplay the threat to our planet and the wellbeing of all who/which inhabit it by inserting popular culture again, Bye, Bye Birdie is no longer only the title of the 1963 spoof movie about rock music . . .

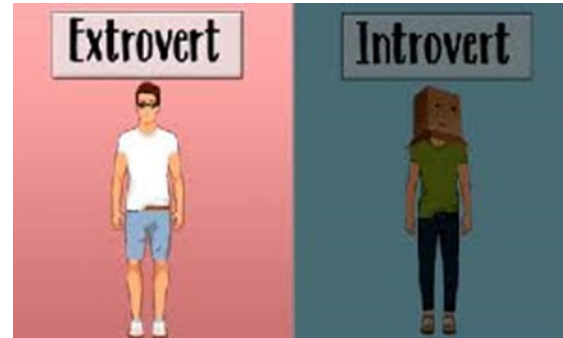


¹ Remembering that this is an average, so, half the time, the precipitation is considerably less. Thus, this is a dry, if sunny, area, where crop irrigation is common. The so-called river down from the mountains is mostly dry and there are practically no lakes, save those two made by dams within about an hour driving time. As a result, while an enthusiastic swimmer as a child, I have always been historically partial to swimming pools and large bodies of water were/are better seen from the other side of plate glass windows, in my opinion. And since I know what all is in the lake post-Harvey, I wouldn't swim in it on a bet--I limit my experience to the visual!

² I'm not complaining about the loss of a boathouse and all aspects of the backyard landscaping and some rattan furniture in a flooded screened porch, nor about the fear caused by waves crashing on the second floor windows, nor the ever-rising water inching over the bulkhead and towards the step into the main floor. I keep in mind that several on our little peninsula had water in the house itself; in fact, one two-story brick had to be bulldozed to the dirt! Many all over the greater area lost everything. Still, it was quite an experience during the night and empathizing with others for months to come.

Introverts and Extroverts Coping with COVID-19

In my life I have never been accused of being an introvert. The fact is I am very much an extrovert. Recently, a Facebook post directed at me stated the following, **Introverts, please put down your book and check on your extrovert friends. They are not OK.**



Yes, social isolation for those of us that are outgoing and get energized by being around people are figuring out how to adapt. For example, my ski resort Beaver Mountain just closed and so no more ski trips this season.

There is still snow on the golf course ,so that is not an option, although I could go to St. George because they are open (if I left ,though, I might have to self-isolate for 14 days). One saving grace is that Planet Fitness still lets 50 people in at a time to work out. I realize that it is only a matter of days before Planet Fitness closes their doors.

So, in my adjustment I will take a few lessons from introverts who know about social distancing and enjoy being in their own company for hours on end. I can go on short walks in my neighborhood, facetime with friends, watch more of my favorite Netflix movies, make my husband listen to my karaoke, and so many other activities that contribute to my well-being – just so I do not have to do crafts all day long! During this time where the world changes rapidly from day to day it is important to practice social distancing. So, I am now reaching out to my introverted friends for creative solutions for indoor activities I can do on my own. I am also developing the attitude that, **I kind of want to spend some time by myself.**



*by Diane Calloway-Graham
Utah State University*





This Issue's PET PEEVE

Eight Seconds and Falling Fast!

by Debra D. Andrist
Sam Houston State University

According to an internet article (and that's always trustworthy, right?), which quotes a Microsoft study, the average human attention span has dropped from twelve seconds at the Millennium to eight seconds just twenty years later as the new decade of 2020 begins. Even more shocking, the study cites research from JAMPP¹, which finds that the average attention span continues to fall by 88 percent every single year!

Well, this information certainly explains a lot about the changes necessary over the last couple of decades in order to teach effectively! Evidently, as per my experience, this phenomenon has also shortened bladder control time among those under thirty, which may, or may not, be directly proportional to increased physical urge to consult, and to be able to solely focus on, *Instagram*² on one's *smart*³ phone--in another space from those distracting class activities. In spite of syllabus instructions and in-class requests to please use restroom facilities *before* and/or *after*, rather than *during*, class time, except in dire emergencies, since exiting *during* leads to missed information, disrupted discussion and/or paired activities/projects, my students seem to have a LOT of dire emergencies. If the same dire emergencies do not necessitate complete absences from class from the get-go, then they do seem to justify semi-extended pauses elsewhere out of the classroom *during* class. (At least the offenders are *probably* not smoking, or even vaping, in the restrooms in this day and age of heightened health concerns and non-smoking campuses.) The only saving grace is that the part or complete absences are not just *instead of/during* MY classes that this constantly happens (whew!)⁴.

The helpful recommendations offered by the article to combat this phenomenon include employing four strategies: 1) the KISS principle (Keep it simple, stupid); 2) maximize accessibility; 3) repeat *ad nauseum* (ok, this *last* is my editorial comment—does anyone take notes anymore? That would be a resounding NO!); and 4) make content and/or presentation more engaging. Well, “duh,” as the not-so-long ago students used to say! I *already* follow these strategies, updating and adapting every single class every single semester but always seem to be just a second or two above the briskly-diminishing attention span!



¹ According to Google, JAMPP is “a performance marketing platform for retargeting mobile customers,” whatever *that* means but I interpret it as an entity which offers all-important sales advice.

² Please note how up-to-date I am in spite of my medieval birthdate--I did not say *Facebook*, which few, if any, self-respecting members of the millennium generation would be caught consulting, according to my nephews of that same generation.

³ A whole other topic about who said phone is smarter than . . . me, frequently.

⁴ One day when only about one third of the enrollees in my (scintillating) literature class managed to attend, those who got “brownie points” for doing what they are supposed to, attend and participate, informed me that only three of 30 enrolled in an earlier-that-day class taught by *the chair of the department* had attended at all! Please note, my 33% versus his 10%!

(Continued on page 16)

Eight Seconds and Falling Fast! (Continued from page 15)

Following the yearly 88% drop trend, next year in 2021, the attention span will be 1.76 seconds and the year after, 2022, .3872 of a second, not even a fourth of a second, and what feels logarithm-like on down to insane fractions of a second. What happens when it hits .0041229056 of a second in 2025? I anticipate that I simply will have to finally retire before then, as I am not a strategic adaptive mathematician or whatever it would be called to adjust the recommendations to the latest attention-span fractions. (Honestly, I use a calculator for even the simple addition and subtraction necessary to figure my checkbook . . .)

Yet, at the same time as I continually vilify the ubiquitous cell phone usage, I have to admit that I use it multiple times daily myself. I text and email and google and sometimes, even call some people on the *phone to talk aloud* with them. What did we ever do without cellphones? Post-hearing a presentation on research on usefulness of cellphones in classwork, I admit to not only permitting such applied use in class but actually encouraging it.

Are you funny?

Can you draw?

And can you meet deadlines?

The WSSA News is looking for a cartoonist.

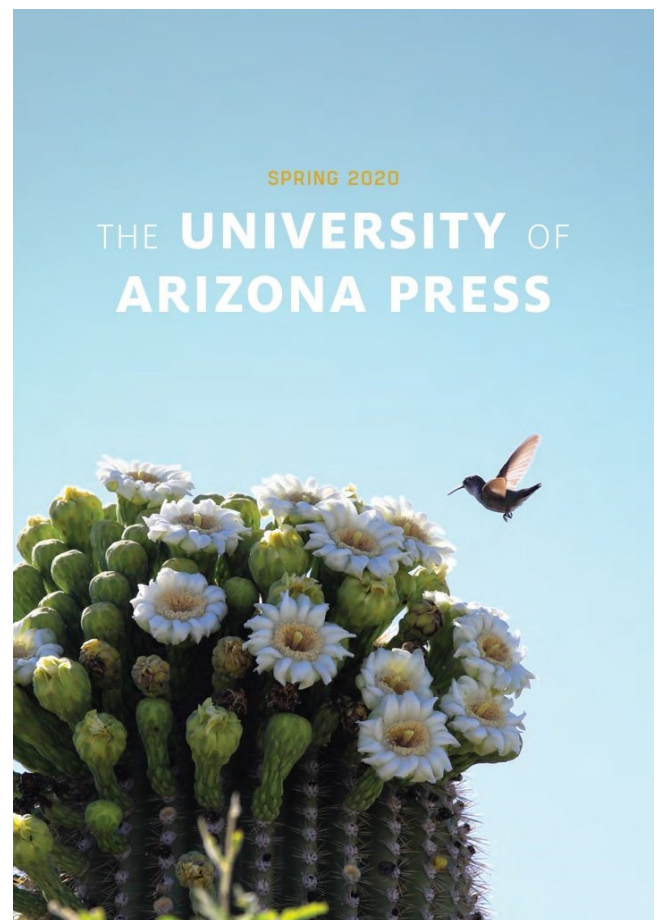
We want someone who can put together simple, funny, cartoons that are relevant to the social sciences - those sciences in general, not any specific discipline. Cartoons would be drawn from a social science perspective, on topics that should be of interest to social scientists in a wide variety of disciplines. They should be good spirited, not sarcastic or derogatory.

The successful applicant will, unfortunately, have to take his/her compensation in satisfaction and prestige, as there is no funding available 😊

The chosen cartoonist would write about something that just interests him or her, observations that “tickle the person’s funny bone”, or make a fun word-play.

Cartoons must be original, and they may not have been previously, or concurrently, published.

Acceptance of any submission is solely at the discretion of the editor.



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COVID-19 and Impacts on Food Banks



Since 2012, the Western Social Science Association has been holding a Give Back event in conjunction with the Friday breakfast at its Annual Conference. This event raises several thousand dollars for the foodbank at each conference host city.

This year as a result of COVID-19 we will not be in Portland to hold the annual WSSA Give Back. As with all food banks nationwide the Oregon Food Bank Network is preparing to meet the challenges of this moment. In the midst of this public health crisis

they are doing everything they can to respond to the crisis and ensure that their food assistance system remains strong in the wake of coronavirus. The Oregon Food Bank is committed to the health and safety of their community and have taken several critical steps to ensure families have access to the food they need while preventing the spread of COVID-19. Listed below are some of the prevention strategies that they have implemented:

- They have postponed or cancelled all large-group gatherings, including volunteer shifts of more than 15 people.
- They have moved many of the trainings and education programs to online.
- They encourage folks over age 60 or in other higher-risk groups to stay home safe (side note – “I ask myself how come I am not at home”).
- They have increased the frequency of deep-cleaning and sanitization beyond their already-aggressive standards.
- Finally, they have taken additional steps to ensure the safety of donated food.

More than 860,000 people rely on the Portland Foodbank network each year and in times of crisis that number grows as many of the support mechanisms people usually rely on are put on hold. The foodbank is adjusting to better support local food assistance sites. A main goal is to remove barriers to food access and reach people facing hunger wherever they may be.

Following are three key ways you can support those at greatest risk in this worsening crisis and help communities, whether that be sending a contribution that you might have given at the conference to the Portland Food Bank (donate at ww.oregonfoodbank.org) or supporting the local foodbank in your community:

- Donate to support the community response to COVID-19. Financial contributions go much further than food donation in moments like these.
- Sign up for individual volunteer shifts if you are under the age of 60 and don't face higher risks for COVID-19.
- Spread the word that food remains available to all who may face challenges at this time.



*by Diane Calloway-Graham,
WSSA Vice-President/Secretary*

Each and every one of you is a critical part of ending hunger and its root causes. It is at times like these that our work together becomes even more visible. I encourage all of you to support your local foodbank at this time.

GETTING TO KNOW A SECTION

GLOBALIZATION AND DEVELOPMENT



by Michèle Companion, Section Coordinator
University of Colorado, Colorado Springs

Happy Anniversary, Globalization and Development!

Globalization and Development is one of WSSA's younger sections. We were established in 2010 as an interdisciplinary section. The terms "globalization" and "development" are incredibly broad and encompassing and slightly nebulous. The name of the section was designed to a bit open interpretation to encourage paper submissions from an array of disciplines and perspectives. Over the years, however, we have become confused with Political Science or Economics. Yes, we are honored to have had papers from these fields, but G & D is sooooo much more! I am excited to have this forum to tell you a little about us and encourage you to submit to and attend our sessions.

Papers presented in our section over the years have tackled social justice challenges that come from the inequities of the globalization and development processes. Papers presented have focused on work being done in countries around the globe. We have had presentations on poverty and the rendering of impoverished groups as invisible and pushed even farther to the margins. Others have focused on aspects of racism, sexism, and ethnocentrism. We have had presenters focus on the impact of land grabs in the aftermath of disasters. We have had presentations on both the inequities and benefits of gentrification projects. Others examined the impacts of globalization on family structures and roles, the creation of greenspaces, the need for urban agriculture, and the creation of climate change refugees. Others have presented on challenges that development schemes have posed for livelihoods of indigenous groups.

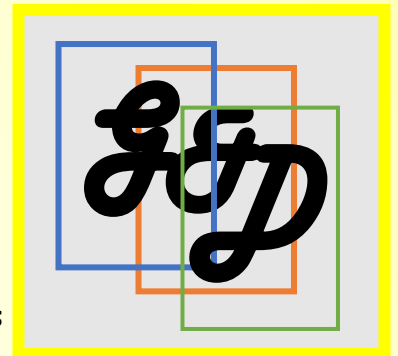
Many of these incredible presentations have been uplifting and optimistic. Others have been uncomfortable and distressing, challenging our perceptions and confronting our positions of privilege. All have generated intense, thoughtful, and provocative discussions. I have been both proud and honored to attend sessions and to present with some incredible scholars at different stages in their careers and from a number of countries.

Over the years, the scholarly backgrounds of our presenters have been varied. Globalization and Development has been proud to host anthropologists, sociologists, political scientists, economists, urban and rural specialists, women's studies, ethnic studies and queer studies experts, disaster specialists, and so many more. We have cross-listed our sessions with Latin American Studies, Social Psychology, and numerous others. I want to send out a special thanks to Pete Martini for taking on the section coordinator role for G & D while I was in my presidential years.

We were looking forward to celebrating our tenth anniversary with you in person, but hopefully we will see you at our virtual conference instead! Remember, the traditional 10th anniversary gifts are tin or aluminum (substances that make up the cans in which food is packaged), so please feel free to celebrate us by making a donation to your local food bank to help those who are suffering right now if you are able. Of course, the gemstone that is associated with a 10th anniversary is diamonds... just saying....

Thanks for supporting us all these years!

See you all in Albuquerque!



The Bert and Phyllis Lamb Prize in Political Science

Rewarding Innovation and Good Writing

THE 2020 PRIZE HAS BEEN WON BY SANDRA CARRILLO RODRIGUEZ

[Sandra Carrillo Rodriguez](#) is a senior majoring in Political Science at Idaho State University. She plans to pursue a Ph.D. in Political Science at the University of Notre Dame starting Fall of 2020. Her winning submission is entitled "*Nuestro Destino (Our Destiny): An Analysis on Latina/o/x Linked Fate.*" The research seeks to understand what factors influence Latina/o/x linked fate. She investigates how perceived discrimination and partisanship influence how Latina/o/x behave and participate politically.



Sandra Carrillo with her adviser Dr. Kellee Kirkpatrick,
Department of Political Science, Idaho State University,
Pocatello, ID. (Photo by James Stoutenborough)

The Bert & Phyllis Lamb Prize in Political Science consists of a \$1,000 cash award, a plaque, on-line publication of the winning paper, one-year membership in the Western Social Science Association, and reimbursement for travel to the WSSA annual conference to accept the Prize (up to \$1,000).

Plans for the 2020 and 2021 Awards Ceremony

The year 2020 is unique! It is unusual because the Western Social Science Association has wisely decided to cancel the 2020 annual conference in the wake of the coronavirus. The objective is to help ensure the safety of attendees. This year's meeting will be replaced by a "virtual" rather than person-to-person conference. This is a one-time event and we expect to be back at the WSSA conference which will be held in Albuquerque, NM next year.

Understanding the situation, yet disappointed that we are not able to personally award the Prize to Ms Carrillo during the 2020 formal award ceremony, Sandra Carrillo has accepted our invitation to participate in the award ceremony during the 2021 conference where she will be recognized as the 2020 Lamb Prize recipient. Ms Carrillo will receive the \$1,000 Prize this year and her winning paper will be published on-line by Negotiation Guidance Associates in June, 2020.

Deadline for Submitting an Application or Nomination for the 2021 Prize

Third Friday in February, 2021

Spanish Language prominence



by Jesús Ruiz Flores

University of Guadalajara/ University Center of La Ciénega

Coordinator (with Fernando Viacava Brieding and Mar Rojas) of Latin American Studies in the WSSA

The 2019 report of the Instituto Cervantes¹ “Spanish: a living language 2019” analyzes the development, growth, changes and trends of Spanish in the world. The purpose of this article is to comment on some information in the Report in order to highlight the expansion of Spanish in the world and its power in the economic, scientific and social fields.

- Currently almost 485 million people have Spanish as their mother tongue (in 2016 there were 472 million people).
- Growth estimates increase to 754 million in 2050 (for demographic reasons) and decrease to 740 million in 2100 (6.6%), due to the expected decline in population of Hispanic countries for that year.
- Spanish speakers represent 7.6% of the world's population.
- The countries with the highest number of Spanish speakers are México (122.2 million), Colombia (48.4 million) and Spain (46 million).
- The United States is the country with the most Spanish speakers in the world where Spanish is not the official language. 42.5 million people in the US dominate Spanish at the native level in a proportion very close to the population of Spain (92%), and 14.9 have partial language proficiency.
- In 2060, in the United States almost one in three Americans will be Hispanic, as it is currently the second Spanish-speaking country in the world, after Mexico.
- Spanish is the second most spoken language in the world behind Mandarin Chinese.
- There are already almost 22 million students of Spanish as a foreign language in the world; in 2016 it was 21 million. The countries with the highest number of language students are the United States (7.8 million), Brazil (6.2 million) and France (2.5 million). It is mostly young population that is training professionally, and that is the one that visits to the Latin American Studies Section in the host cities of the WSSA congress.
- The total GDP of all Spanish-speaking countries represents 6.4% of world GDP.
- For trade agreements that involve opening borders and tariff agreements and establishing regional blocs, Spanish is the second most important language from an economic point of view behind English and ahead of Chinese.

The presence of Spanish in the world and its implication of power in the economic, scientific and social field is not a process that has been taking place smoothly, flowed automatically and without pitfalls. It is enough to refer the case in the US when one of the slogans of the Trump campaign in 2016 (bad hombres who take jobs from American citizens) gave him a good amount of votes that made him reach the presidency in 2017, or the containment of the groups Central American migrants in 2019. Trump's xenophobic speech put the academic exchange in a fragile situation in 2017, and non-governmental organizations like ours contributed to counteract the Trump administration's message and mitigate its effects, giving a message of solidarity to all our Mexican and Latin American colleagues participating in WSSA.

Almost 75% of the scientific production in Spanish is divided into three main thematic areas: social sciences, medical sciences, arts and humanities. The WSSA conferences are certainly not a reflection of this data, but it is an angle that we will address in a following article for this Newsletter.



¹The Instituto Cervantes https://cvc.cervantes.es/lengua/espanol_lengua_viva/default.htm has been publishing since 2010 on the Internet reports on the situation of the Spanish language in the world. Prepared in electronic format and published at the end of the first semester of each year, these documents show the status of Spanish in its demographic aspect, in its

Prominencia del idioma español



by Jesús Ruiz Flores

Universidad de Guadalajara /Centro Universitario de la Ciénega

Coordinador (con Fernando Viacava y Mar Rojas) de Latin American Studies en la WSSA

El informe 2019 del Instituto Cervantes¹ “El español: una lengua viva 2019” analiza el desarrollo, crecimiento, cambios y tendencias del español en el mundo. El propósito de este artículo es comentar algunos datos del Informe en la línea de poner de relieve la expansión del español en el mundo y su poder en el terreno económico, científico y social.

- Actualmente casi 485 millones de personas tienen el español como lengua materna (en 2016 eran 472 millones de personas).
- Las estimaciones de crecimiento aumentan hasta 754 millones en 2050 (por razones demográficas) y se reducen hasta 740 millones en 2100 (6.6%), debido al esperable descenso de población de los países hispanos para ese año.
- Los hispanohablantes representan el 7,6% de la población mundial.
- Los países con mayor número de hispanohablantes son México (122,2 millones), Colombia (48,4 millones) y España (46 millones).
- Estados Unidos es el país con más hispanohablantes del mundo donde el español no es la lengua oficial. 42,5 millones de personas de EEUU dominan el español a nivel nativo en proporción muy cercana a la población de España (92%), y 14,9 tienen competencia parcial del idioma.
- En 2060, en Estados Unidos casi uno de cada tres estadounidenses será hispano, tal como actualmente es el segundo país hispanohablante del mundo, después de México. ☑
- El español es el segundo idioma más hablado en el mundo por detrás del chino mandarín.
- Ya hay casi 22 millones de estudiantes de español en el mundo como lengua extranjera; en 2016 era 21 millones. Los países con mayor número de estudiantes del idioma son Estados Unidos (7,8 millones), Brasil (6,2 millones) y Francia (2,5 millones). Es mayormente población joven que se está formando profesionalmente, y que es la que se acerca más a la Sección de Estudios Latinoamericanos en la ciudad sede del congreso de la WSSA.
- El conjunto del PIB de todos los países hispanohablantes representan un 6,4% del PIB mundial.
- Por los tratados comerciales que implican apertura de fronteras y convenios arancelarios y el establecimiento de bloques regionales, el español es la segunda lengua más importante desde el punto de vista económico por detrás del inglés y por delante del chino.

La presencia del español en el mundo y su implicancia de poder en el terreno económico, científico y social no es un proceso que se ha venido dando de manera tersa, fluida en automático y sin escollos. Baste referir el caso en EEUU cuando uno de los lemas de la campaña de Trump en 2016 (bad hombres que quitan trabajo a ciudadanos americanos) le dieron buena cantidad de votos que lo hizo llegar a la presidencia en 2017, o la contención de los grupos migrantes de Centro América en 2019. El discurso xenofóbico de Trump puso en situación de fragilidad en 2017 el intercambio académico, y organizaciones no gubernamentales como la nuestra contribuyeron a contrarrestar el mensaje de la administración Trump y a mitigar sus efectos, dando un mensaje de solidaridad a todos nuestros colegas mexicanos y latinoamericanos participantes en WSSA.

Casi el 75% de la producción científica en español se reparte en tres áreas temáticas principales: ciencias sociales, ciencias médicas, artes y humanidades. Los congresos de la WSSA no son ciertamente un reflejo de este dato, pero es un ángulo que abordaremos en un siguiente artículo para este Newsletter.



¹ El Instituto Cervantes https://cvc.cervantes.es/lengua/espanol_lengua_viva/default.htm ha venido publicando desde 2010 en internet informes sobre la situación de la lengua española en el mundo. Preparados en formato electrónico y publicados al final del primer semestre de cada año, estos documentos muestran el estado del español en su vertiente demográfica, en su papel como activo económico, en su presencia en las redes y en los ámbitos científico y cultural.



by Barbara Bonnekesen,
Pittsburg State University

I Miss Albuquerque . . .

I really do.

Especially when the southeast Kansas humidity reaches 80% and I have to, yet again, make it through dinner at a Mexican restaurant without being asked “red or green.” I’m about to move to central Illinois – probably a very similar situation.

My only straw of hope to grasp at is – you guessed it! – the Western Social Science Association will meet in Albuquerque in March 2021! Next year! (Yes, yes, barring any other icky viruses, of which there are so many.)

Just think: Albuquerque! The Duke’s City! Francisco Fernández de la Cueva, 10th Duke of Alburquerque, is commemorated in its name - Rudolfo Anaya, in his book “Alburquerque,” explains “that is was a gringo stationmaster who had taken the first ‘r’ out of Alburquerque. Because he couldn’t pronounce the ‘Albur’ he dropped the ‘r’ ...”

It lies at the crossroads of I-44 and I-25 – yes, I did listen to Bugs Bunny in 2007 (“I KNEW I shoulda made dat left toin at Albakoikie.”) to move to Socorro; in 2014, I took a right to leave the Valley. But more important than the interstate crossing is the cultural one: this is the Land of Enchantment, the Land of 23 indigenous nations and 19 Pueblos (and you may take the interstate through many, without showing a passport) who have been here since at least 13,000 years ago, the Land of the Pueblo Revolt of 1680, the Land of the First Hispanic Population, the Land of the 1848 appropriation of Mexican peoples who became “Mexican-Americans” overnight.

It’s at the crossroads of time: you can visit Petroglyph National Monument, just on the west side, wander around the Old Town Plaza (make sure to get your jewelry from the folks at the Portal Market!), explore centuries of cultural encounters in the Albuquerque Museum, and even take a balloon tour. Btw, if you are acrophobic like me, just get up early on Saturday morning of the conference and look toward the balloon field in the NW quadrant – here they rise! And if you’re into recreational shopping, there’s no better place (once you’ve explored Old Town Plaza, of course) than ABQ Uptown with some very nice upscale stores and the only Apple store in New Mexico!

Ok, so I agree – I would have loved to go book-shopping at Powell’s in Portland, eaten at every single Food Truck Park I could find, and attended the 2020 WSSA in person with about 800 of my favorite colleagues. But if you are as old as I am, you remember HIV and SARS and MERS and H1N1 and every single other virus that is best defeated by a good 3 meters distance from other members of our species, making both airplane travel and breakout rooms for a conference a tad too cramped.

So – here’s your assignment: make sure that December 1st is marked in the biggest red circle you can manage: it’s the deadline for submissions to the 2021 conference! At that time, pay your (early bird) registration fee, make your reservation at the Albuquerque Hyatt Downtown and book your flight to ABQ for March 24th through 28th! There are chiles to be eaten, people!

And if you can’t decide between “red or green,” just order “Christmas!”

WSSA Moving Forward

by Larry Gould, Northern Arizona University (retired), WSSA Executive Director

Faced with the unavoidable cancellation of our Portland face-to-face conference, we decided to move forward with a virtual conference.

The decision to provide a virtual conference, as a replacement for the in-person conference, will allow people who had already registered for the Portland conference to salvage something, out of the time, planning, effort, and expense that they had expended in anticipation of that conference.

It will also provide an outlet for people who would have liked to attend the Portland conference, but were unable to do so for any of a variety of reasons.

For WSSA's officers, Executive Director, Communications Director, and Program Editor, changing from the in-person format to the virtual format, especially since no one knew how, and at such short notice, was/is a monumental task.

But for YOU, the process is quite simple.

If you were already registered for the in-person conference, you will send an email to WSSA.Admin@nau.edu, by no later than May 26, saying that you want to transfer your registration to the virtual conference, and have the remainder of your pre-paid fee refunded to you.

If you were not registered for the in-person conference, you will register, by no later than May 26, at <https://reg.planetReg.com/E317131545175834>

Either way, the fee for submission is \$50.00, regardless of whether you are submitting one presentation or two. No more than two can be accepted from any presenter.

When the submission portal opens (currently expected to happen on about April 24), you will submit your materials. The submission portal will remain open through May 30.

If you were already accepted for a presentation at the in-person conference, that should be all you need to do. The system will send you a notification that your submission was successfully received; the default for the virtual submission portal will be "accepted", so you would only receive a further notification if, for some reason, your Section Coordinator had a problem with your materials.

If you did not apply to the in-person conference, and are submitting a presentation specifically for the virtual conference, you will submit your materials and receive notification that the submission was successful, then the Section Coordinator will review your submission. You would only receive a further notification if, for some reason, your Section Coordinator had a problem with your materials.

It is currently expected that the virtual conference website will open for viewing and for conference member comments on June 10, 2020, and will remain open until September 30. After that, so that our scholars can get as much exposure as possible to their work, the site will be open access, for viewing but not commentary, until September 30.

The links for both the submission portal and the open access portal will be provided via email, through your section coordinators and on the WSSA website, <http://www.wssaweb.com>.

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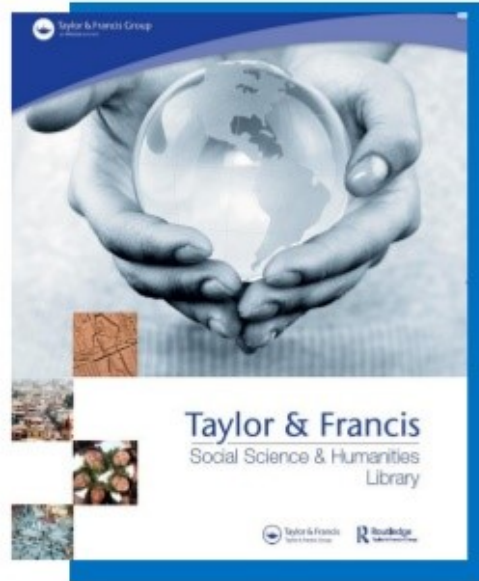
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