



WSSA NEWS

Volume 52, Issue 3

Summer 2020



2020 VIRTUAL CONFERENCE NOW IN PROGRESS

*Welcome to the
WSSA 2020
Virtual
Conference*

*(2020 Juried Proceedings of the
Western Social Science Association)*

WSSA's 2020 virtual conference went live on June 18, 2020.

Individual passwords were sent to all registered participants, along with the URL for the conference site, on June 18, 19, 20, and 21. Those passwords enable the participants to view the
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Featured Article

Zooming Towards Disaster?

*by Barbara Greene
Tokyo International University*

With the outbreak of Covid-19, many universities have elected to hold classes online in order to help slow the spread of the illness. Many of these institutions have chosen to use the app Zoom, with the hope that its relatively simple interface would allow for an easy transition from face-to-face to digital lectures. Not surprisingly, this has not worked as smoothly as hoped. Even Zoom's CEO has acknowledged that the company had expanded much more quickly than expected and that this rapid growth has uncovered lapses in the design of their

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entire site and to comment on all of the presentations. The site will remain open only to registered participants through September 30, 2020.

The site will be opened to public viewing on October 1, 2020, at which time the comment function will be disabled. The public will be able to view the site, and to view all comments made through September 30, 2020, but will not be able to post new comments. The site will remain open to public viewing for 1 year, through September 30, 2021.

The virtual conference site consists of

⇒ **LOGIN PAGE**

Paid registrants enter their usernames and passwords, as emailed to them by “digital@omnipress.com”

⇒ **HOME/LANDING PAGE**

- WSSA’s Mission Statement
- link to WSSA’s website
- reason for virtual format for 2020
- “Our Donors” section, showing the members who donated to defray the expenses of converting to a virtual format.

⇒ **SECTION “INDEX” (not alphabetical)**

Not all sections had presentations submitted to them; only sections with presentations are shown. Section Coordinators can be contacted from the WSSA website’s Sections & Affiliates page. A full list of the WSSA’s sections and affiliates is also on that page.

⇒ **PRESENTATION INDEX (titles with quotation marks are listed first)**

⇒ **FULL INDEX, searchable by section (titles with quotation marks are listed first)**

⇒ **AUTHOR INDEX**

⇒ **“MORE INFORMATION”**

⇒ **SEARCH BAR**

(Continued from page 1)

app’s security¹. One of these design flaws had allowed for the app to display during meetings information gleaned from a user’s LinkedIn profile without notifying the user². Also, despite early assurances to the contrary, Zoom does not actually offer end-to-end encryption. This means that information could be altered or intercepted between the instructor and their students. Furthermore, backdoors in the program allowed for users to be involuntarily added to meetings and for malicious individuals to take over microphone and camera controls of Zoom-using Mac owners³.

According to the cyber-security firm Cyble, half a million Zoom accounts have been compromised and are being traded online⁴. During times of heavy use, Zoom has routed calls made and received in North America through servers in China, where apps like Zoom are required to de-encrypt data on request⁵. It is unsurprising that the New York City Department of Education and Taiwan have elected to prohibit the use of Zoom, despite its relative ease of use.

So what can one do in this situation? Luckily, there are a few options open to those whose institutions are not married to Zoom. For those who still wish to teach synchronous classes, in which the instructor and students meet together at a set time, Microsoft Teams is an option available that is similar in features to Zoom. Others have started posting lectures via YouTube despite that format’s limitations, although it is recommended to make the videos private if one elects to do this. And, in one case that was explicitly designed to fail, a class was taught over Twitch – a service more often used by gamers⁶. Other instructors have posted pre-recorded lectures and interact with their students in a live-chat over Slack or Discord.

However, synchronous teaching may not be the best fit for many courses – particularly in programs where the student body is now scattered across a variety of time zones and may have less-than-dependable access to highspeed internet. In

(Continued on page 5)

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

2020 - 2021

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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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by Barbara Bonnekesen,
Professor and

Musings While Otherwise Occupied . . .

I was asked to write a column for the WSSA Newsletter.

Quite flattering, I must admit, but such a dangerous thing to suggest while I'm under a stay-at-home order (today is the 28th of May), while packing the last items for the movers to pick up next week. And the title is oh so tempting: Musings While Otherwise Occupied. Such freedom! So many head-spinning possibilities! What shall I muse about first, I demanded of the cat.

Well, there was the suggested byline. Under my name, it was offered that I be a "Professor and Philosopher." And I promised to muse about that. What, after all, is in a name?

I've been a professor for a long time – spending decades slowly rising from visiting assistant to assistant to associate and finally getting rid of all those pesky adjectives. I am now a "full" professor. "Full of what?" the cat demands cynically. [She may not get her evening treat.] Achieving the highest rank in the professoriate has been satisfying and I've always loved to respond to pesky student inquiries "what should we call you?" with "Well, it's your choice; I answer to either Dr. or Professor Bonnekesen; I draw the line at 'hey, you'." I may admit to a slight preference for "professor," or, since I'm German, maybe even the lovely Frau Professorin Bonnekesen?

But that's not what the students mean, is it. They are sometimes angling for permission to use my first name (nope), but most of the time they inquire about the preferred social title – I could possibly be a Mrs., I might be one of those Ms. women, or could I be patronized as a Miss? What are the chances that they are so well versed in the history of the English language that they know that Mrs. is short for Mistress, the title for a free adult woman, often a business or farm owner (a married woman was addressed as Goodwife)? Well, at least until a few centuries ago, when the title became an insult and Mrs. became the social title of a married woman, often followed by her husband's full name, never hers. My marital status, btw, is none of my students' business. Angle they might, catch they will nothing.

This is the point when female professors reading this are waving their hands: anything but addressing a woman properly by her academic title, isn't it? Students tend to respect a man's academic achievement and rank and use Dr. or Professor much more than Mr., while women have to make it clear that we deserve the same respect for the same achievement and rank.

What's in a name depends on the equality of the people naming and being named, sexism (often exacerbated by racism) that demands that women be named as lesser, and, of course, the power the one naming has over the one named. But I have never minded my military cadets responding with "Yes, Ma'am!" – that's style, that is.

So – we will leave the Professor in the byline (since I am about to exchange that title with Dean, it's a nice opportunity to keep hanging on to it). But we have to delete the Philosopher since I'm a Cultural Anthropologist; I could be a Mother of Cats [the cat purrs approvingly]; I could be a WSSA member – so many options ... I'll keep musing

(Continued from page 2)

the United States alone, officially around 21 million individuals have no access to broadband – although the real number is likely around twice that number⁷. In some cases, creating an asynchronous course that is less reliant on video may be an option. Software that is likely already licensed by most institutions, such as Canvas or D2L, allows for mixed media content to be posted on course pages.

Asynchronous Teaching

One of the weaknesses of teaching online is that the instructor is competing, not only with all the various temptations that are just a few clicks away, but also with the way that we have been enculturated to behave with our electronics. We all have had the experience of standing in front of a class and seeing that not a few attendees are giggling at their laps - right up until they notice that we have noticed. With the exception of a few of the more brazen students, most are at least a bit abashed to have been caught on their cellphones as they have been enculturated to follow certain behavioral norms in the classroom.

As many of us currently have multiple tabs open on our browsers, to the point in which at least one charity is based off of this behavior⁸, sustained and dedicated attention to a single object is not exactly a normalized behavior online. Studies have found that the more video lectures are involved in an online course, the less successful students tend to be⁹. Shorter videos that are interspersed with a variety of activities, from discussion boards and quizzes to journaling or online debates, are usually considered to be an effective solution to this issue.

However, whether this can be done depends on departmental or university regulations as well as the instructor's comfort with technology and time constraints. Creating an effective and clear online module can take two to three times longer to prepare than a traditional lesson. Expectations and course structure have to be more explicit and streamlined; my go-to method was to create a single course page, with each module section listed in order, with the due dates and times clearly marked. Within each

module section, the goals were stated at the top of the page along with a short run-down of what the students will do during the lesson.

Then the students could simply work down the page in order to complete all the assigned tasks. However, even with the most thoroughly designed system, there will always be students who get flummoxed. Some will miss clearly marked activities, others will send daily emails asking for you to double-check that they did their work. One study focused on MOOCs that only around 10% of students completed more than 80% of the posted activities and videos¹⁰. And many of our students would not have normally elected to take an online course, unlike the subjects of the study that elected to join a course online, and might therefore be less motivated or forgiving of technical problems and limitations.

With the limited warning most instructors had for this term, the practicality of module style courses may not be feasible this spring or summer semesters. Nonetheless, with the likelihood that many areas will remain under lockdown until the end of the year, if not longer, modules may be something to consider.

Bringing in Asynchronous Activities and Methods in Synchronous Lessons

When I was a student I was lucky enough to take a course on online teaching, which has now proven more useful than I had ever expected. During this course, several key challenges with online teaching were often discussed. The first was the difficulty in establishing a rapport not only between the instructor and the class, but also between the students themselves. Even in a massive class, with several hundred bleary-eyed students packed into a lecture hall at the inexplicably early hour of 8 in the morning,, there is an immediacy and presence that is lost when the same course is moved online. By being physically in attendance in a room with others, students are more readily able to develop a sense of camaraderie than they would be able to by simply sharing the same images on a screen.

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When a class is held online, students and instructors are both more likely to feel isolated and less motivated¹¹. Inhibitions against being cruel or obnoxious are also sometimes lowered when one's counterpart is just one of many images online and not a "person"¹². In at least one case, posted on the subreddit r/Professors, one instructor noted that she had received a sudden uptick of rude or harassing messages from her students after transitioning to online lectures¹³. This disconnect is a frequent cause behind demoralization and frustration. There are a few ways of mitigating this, albeit none are sure-fire guarantees.

The first is to find ways to interact with your students despite the digital distance. One way within Zoom is to participate within the break-out rooms with the hope that intermingling with the students on a slightly more individualized level would bridge the gap that the screen creates. While helpful, for those with a hundred or more students in a single course, this may mean that despite joining in during every break-out session, there may still be students at the end of term who have not seen your face pop up on their screens outside of the main lecture.

For those teaching asynchronously, responding to students' posts in discussion boards and, with permission, highlighting student work in the lecture, demonstrates that you are trying to engage with them as much as possible. There are also programs like VoiceThread¹⁴, that allow both instructors and students to interact with presentations posted on the site. Personally, when teaching online I tend to rely on this, as it has an easy to use interface that students with varying levels of internet access and technology could equally access.

These tactics are designed to increase 'social presence' between the individual student and the instructor, but it is also critical to have students interact as much as possible with each other, as well, in both synchronous and asynchronous courses. This can be done either in the live chat during Zoom or via discussion boards in course modules. Additionally, creating social media accounts for one's

course is also an option, depending on one's comfort level with platforms like Twitter or TikTok¹⁵. A study has also found that class-focused Facebook groups have also been effective in creating social presence¹⁶.

There are also a variety of methods that allow students to collaborate on group projects, from Google Groups¹⁷ to Flock¹⁸. Apps like Diigo¹⁹ allow for students to save, share, and annotate websites and PDFs as a group. You can also try to foster competition between students to spice things up, for example using quiz apps like Kahoot!²⁰ to hold trivia contests or to gauge student knowledge. Diigo can also be used for online scavenger hunts, where students work to find the most interesting and informative (yet reliable) content online.



¹ Eadicicco, Lisa (April 6, 2020). "Zoom CEO says company 'moved too fast' and made 'missteps' as privacy concerns about the popular video conferencing app snowballed in recent weeks". Business Insider.

² Krolik, Aaron and Natasha Singer (April 2, 2020). "A Feature on Zoom Secretly Displayed Data From People's LinkedIn Profiles." The New York Times.

³ Paul, Kari (April 2, 2020). "'Zoom is malware': why experts worry about the video conferencing platform." The Guardian.

⁴ Adams, Lawrence (April 13, 2020). "Over 500,000 Zoom accounts sold on hacker forums, the dark web." bleepingcomputer.com

⁵ Whittaker, Zack (April 4, 2020). "Zoom admits some calls were routed through China by mistake." Techcrunch.

⁶ Farokhmanesh, Megan (March 12, 2020). "Teaching on Twitch was a 'mild disaster' for one games professor". The Verge.

⁷ Poon, Linda (Feb. 19, 2020). "There Are Far More Americans Without Broadband Access than Previously Thought". CityLab

⁸ Tab for a Cause <<https://tab.gladly.io/>>

⁹ Geri, Netzi et al (2017). Challenging the six-minute myth of online video lectures: Can interactivity expand the attention span of learners?. Online Journal of Applied Knowledge Management, 5:1, 101-102.

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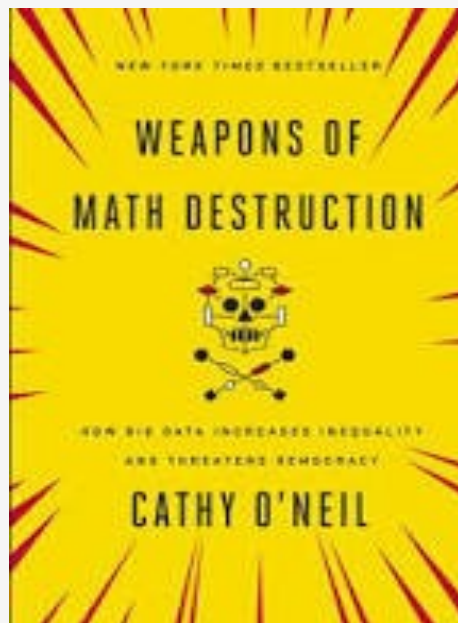
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WSSA Distinguished Book Award, 2020

Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy

By Cathy O'Neil; New York: Crown Publishers, 2016

In this hard hitting and well written book, the author, Cathy O'Neil, explores a basic premise she makes early in the book. The use of Big Data and complex algorithm-driven data analytics results in tools she names, "Weapons of Math Destruction -WMD," models that encode "human prejudice, misunderstanding, and bias into the software systems" (p.3). O'Neil makes a coherent and compelling argument that WMDs impact many facets of modern society in disturbing and damaging ways, the result of which perpetuates existing inequalities and inequities with negative impacts on the quality of peoples' lives.



Awarded by the 2019 Book Award Committee : Christopher Brown, New Mexico State University, Chair; Chelsea Schelley, Michigan Technological University, Book Review Editor of the Social Science Journal; and Diane Calloway-Graham, Utah State University, WSSSA Vice-President/Secretary.

Featured Article *(cont.)*

(Continued from page 6)

Efficacy of a Scheduling Nudge in a Massive Open Online Course (MOOC). AERA Open, 2:4, 2.

Stavredes, Tina (2011). Overcoming Physical Separation in the Online Environment to Help Learners Persist. InSight: A Journal of Scholarly Teaching, 6, 9.

Sokal, Laura (2012). Understanding and Responding to Adolescent Girls' Online Cruelty. Canadian Journal of Counselling and Psychotherapy, 41:2, 109.

Posted by u/harlemlovesong on April 8th.

www.voicethread.com. Furthermore, until the end of June the site offers mechanical closed captioning on posts with audio content which aids in creating courses that are universally accessible. Stavredes (2011), 110.

Kocdar, Serpil et al (2018). Using Facebook for Leveraging Sense of Community in Self-Paced Open and Distance Learning Courses. International Journal of Emerging Technologies in Learning, 13:5, 108-109.

<https://groups.google.com>
<https://flock.com>
<https://www.diigo.com/>
<https://kahoot.com/>

The Impact of COVID-19 on our Students



by William B. Pederson
Northern Arizona University, Yuma

The COVID-19 pandemic has dramatically changed the lives of everyone throughout the world, but particularly, the United States where we currently lead the world in the number of cases and deaths (McNeil Jr., 2020). Universities have been forced to abandon brick and mortar classrooms for remote learning via the internet. Professors have been challenged and burdened overnight to convert face to face classes to Zoom and online. While we grumble to our peers in remote meetings, all is more or less good. We still have a job, a paycheck, and the foresight to know this thing will end at some point.

Last night, my Senior Seminar reconvened for the first time since NAU cancelled all face to face classes for the remainder of the semester. At the beginning of class, I checked in with my students to see how they were doing, holding up, and coping with our new way of life, sheltering in place. I was overwhelmed with student disappointment, anger, and frustration with how their lives have changed so dramatically. One student summed it up chronologically. "Day 1 (March 9th), I was told I couldn't go to the WSSA Conference because it had been cancelled due to the corona virus. Day 2 (March 10th), we were told that our potluck between classes on Thursday was being cancelled for the rest of the year. Day 4 (March 12th), we were told classes were being shifted to remote and online learning until April 3rd. We later learned that this change would remain in effect for the rest of the semester. Also, on Day 4, we learned that we were no longer allowed to report to our field placements. Can I even complete my required 540 hours for graduation? This is worse than 911. 911 was on the east coast and my life remained normal here on the west coast. This has fundamentally altered my life every single day. The losses just keep mounting. We have since learned that the Community Potluck and graduation have been cancelled and these events were the culmination of my lifelong goal to become a college graduate and social worker.

Needless to say, I was dumbfounded about the profound losses this young lady was experiencing. Thus, I decided to throw away my lesson plan for the evening and ask other students how they were faring with this situation. The next student, a military wife with two elementary age children described her inability to focus on her classes and homework because "my husband has been furloughed, I'm home schooling my kids 25 hours a week, and we are all fighting over one computer. I can't find the time, the energy, or concentrate on school right now. I have been accepted into the Columbia University MSW program, the #1 school in the nation and now we can't sell our house and I can't even think about moving my family into the epicenter of this crisis. My dream, my academic achievements have been shattered. I am so angry and sad".

The next student was accepted into the University of Washington MSW program for May and stated, "my grandmother is 85 years old, watches Fox News and thinks this is a hoax because Trump said so. She was just discharged from the hospital and insists on visiting her friends and socializing in the community. I'm terrified for her. My dad continues to work, and I'm terrified he will come home positive with the virus and infect the rest of us. I'm so worried about my family. I can't concentrate. I can't sleep and I feel depressed all the time. I was named the NAU Yuma Distinguished Senior, a Gold Ax winner, and now my achievements have vanished into thin air. No award ceremony, no Community Potluck, no graduation, everything has been ripped out from under me. Has what I have accomplished even have any meaning anymore"?

The remainder of my class underscored the feelings of anger, frustration, isolation, inability to concentrate, and depression as they discussed the impact the COVID-19 pandemic was having on their daily lives with no respite in sight. It wasn't until the end of the discussion when two young ladies about the age of 22 years, spoke of being terrified 24/7. They stated, "we work at the hospital as nurse's aides and our unit was recently converted to the COVID-19 unit. We are taking care of all the COVID-19 patients and the hospital refuses to give us personal protective equipment. We ask for gowns and masks to protect ourselves and we are told no. I'm terrified all the time that I am going to get this virus and bring it home to my family. We can't even think about school or graduation right now living with the constant fear we are going to become infected".

Trying to hold back my tears, I realized that I needed to make a dramatic revision to my course and how I teach the Senior Seminar. Normally, the last half of the semester is devoted to students giving classroom presentations on their

(Continued on page 12)

**The Western Social Science Association
Is Proud to Announce
the Creation of a Section Dedicated to
LGBTQ+ Issues and Research**

LGBTQ+ issues have always had a home at WSSA, usually in the Women and Gender Studies Section. After reviewing the social justice issues related to LGBTQ+, the Executive Council of the Association decided to provide a forum specific to issues and research on LGBTQ+. As we are all aware, there have been, and continue to be, many social justice issues that have been addressed in part, but not completely or in whole. The list is long: Civil Rights, Women's Issues, Native American Issues, African American Issues, and now LGBTQ+ issues. What all of these movements have in common is that, while work has been done in gaining social justice for people impacted by these issues, there remains much work to do, as well as a need for vigilance to ensure that rights are not lost. While the LGBTQ+ community shares many of the social justice issues faced by other groups, there are additional issues that are particular to this group. The WSSA Executive Council felt that it was time to create an environment in which issues and research specific to the LGBTQ+ community could be heard and highlighted. Dr. Larry Gould, NAU, is the Section Coordinator; William Pederson, NAU-Yuma, is Co-Coordinator.



**WSSA Gratefully
Thanks**

**all of our members who so generously donated
to help defray the expense of
converting the 2020 conference
to a virtual format.**

Donors are named on the next page.



Our D



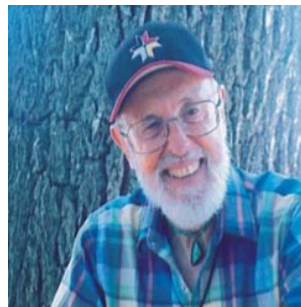
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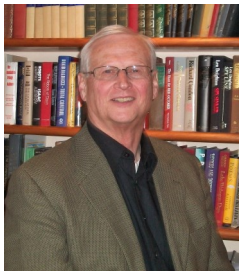
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Marianne Nielsen



Berton Lee Lamb



Erik N. Dean



Stephanie Witt



Dell Champlin



Lonny Harrison



Jim Graham



Jorge Chuaqui



Jennifer Lee-Anderson

(Continued from page 8)

senior capstone paper. Realizing the difficulties they were having, I tossed out the idea that I was willing to cancel classes to give them more time to work on their papers. One student tearfully interrupted, “please don’t cancel class. This is the only time I have a sense of normalcy and support. I need this time to connect with you and my peers and just get away from all this”. This sentiment was echoed unanimously by the rest of the class. Again, thinking on my feet, I suggested we skip the classroom presentations and use the time to do peer consultations to help with problem areas of their paper. Reaching agreement, I demonstrated how this new format would be structured with the help of one student volunteer. An immediate sense of relief fell over the class and was evident, even on Zoom.

In conclusion, the COVID-19 pandemic has challenged all of us as academics. Yet, regardless of those challenges, let’s not forget that our students might be suffering far worse than us. Check in with your students at the beginning of every class. Take the time to find out how they are doing and coping. Listen to their stories. Toss a lesson plan if your students need to vent. Finally, maintain flexibility so you can adjust your course and teaching methodology to meet the learning needs of your students during this trying time. Stay healthy and safe.



References

McNeil Jr., Donald G. (2020). “The US Now Leads the World in Confirmed Coronavirus Cases”, The New York Times, March 26, 2020.

The screenshot shows the New Day Films website interface. At the top, the tagline "illuminate. Challenge. Inspire." is on the left, and "New Day Films is a filmmaker-run distribution company, providing social issue documentaries to educators since 1971." is on the right. The navigation bar includes "OUR FILMS", "WHO WE ARE", "NEWS & EVENTS", a search bar, "Cart", "Members", and "Log In". The main content area features a search sidebar on the left with a search box and an "Apply" button, and a list of film titles on the right. The film titles shown are "The Teen Years: War or Peace" by Cynthia Salzman Mondell, "Daddy Don't Go" by Emily Abt, "By Invitation Only" by Rebecca Snedeker, and "The Lord Is Not On Trial Here Today" by Jay Rosenstein. Below the film titles, there is a section titled "A Filmmaker - run distribution company" with a date "NEW DAY FILMS · WEDNESDAY, APRIL 4, 2018" and a paragraph: "We are a democratic collective of passionate filmmakers that believe in the power of film to ignite social change. New Day Films has been providing social issue documentaries to".

Moving On

Announcements about members who have changed positions, been promoted, moved to a new town, won an award, been elected, published a book, etc..



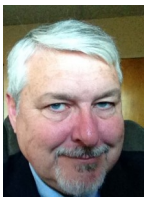
Dr. Barbara Bonnekesen, formerly Professor & Chair of the Dept. of History, Philosophy, and Social Sciences at Pittsburg State University, will become Dean of Liberal Arts & Sciences at Eastern Illinois University, in July 2020.



Dr. Karen Jarratt-Snider, Associate Professor and Chair, Department of Applied Indigenous Studies at Northern Arizona University, has been appointed to the National University Advisory Council of the Yale National Initiative to strengthen teaching in public schools.



Dr. Stephen Mumme, Professor of Political Science at Colorado State University, was named "Professor Laureate" in the College of Liberal Arts in 2019.



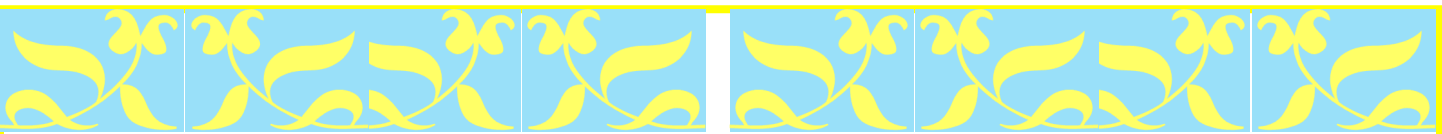
Dr. Chris Erickson, Interim Department Head, New Mexico State University Dept. of Economics, Applied Statistics & International Business, has been awarded the Garrey E. and Katherine T. Carruthers Endowed Chair in Economic Development.



Dr. Debra Rose Wilson, Associate Professor of Nursing, Walden University, is publishing two chapters in the textbook *Holistic Nursing*, one on psychoneuroimmunology and one on the connections between quantum physics and health.



William (Bill) Pederson, MSW, has retired from the Northern Arizona University, Yuma Branch Campus, after 20 years of service. He was a Principal Lecturer and the Program Director for the only social work program in the nation that focused on US Mexico Border Issues and Populations.



Everyone's an Epidemiologist



by Anthony Amato,
Southwest Minnesota State University

In early April as cases of the novel coronavirus began appearing in every country and by the thousands every day, White House trade adviser Peter Navarro asserted his right to disagree with CDC head Anthony Fauci, stating "Doctors disagree about things all the time. My qualifications in terms of looking at the science is that I'm a social scientist," he told CNN's John Berman on "New Day." "I have a Ph.D. And I understand how to read statistical studies, whether it's in medicine, the law, economics or whatever." (<https://www.cnn.com/2020/04/06/politics/peter-navarro-social-scientist-cnn-tv/index.html>)

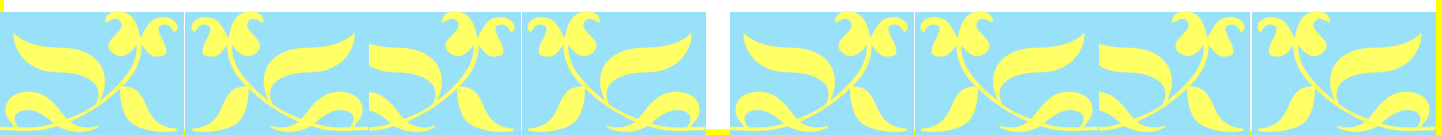
Navarro convinced few of his expertise, and his words came across as another example of the endless effluence of fatuous comments emanating from the White House. Nevertheless, his declaration merits discussion in every organization made up of social scientists. Referring to himself as "social scientist" and "an economist," Navarro stressed his training in inferential statistics. The statistical expertise of social scientists, especially economists, is not widely known outside the social sciences, and statistics in general is poorly understood by the public. Indeed, the same mathematical probability theory drives applications used in fields ranging from economics to biology. Some of the mystery around the M in STEM (i.e., Medicine) is just that—mystery for the sake of mystery, and some of the people in the "hot" fields of medical statistics and medical informatics have no knowledge of illness, health, anatomy, or physiology—"they just do the numbers," as they proudly say. Navarro's comments reinforce that with an education even in the social sciences, much more of the world is knowable by non-experts, and this is good. The

arena of knowledge should be open to all with relevant educations

That said, do we really want social scientists directing the science needed to fight an epidemic? No. Should they be recommending precautions based on developing transmission models? No. The study of proteins, antibodies and viral mutation, and viral load does not show up in almost all graduate curricula in the social sciences. Should they be contrarians inclined to challenge experts whenever they can? No. Some have done this in too many other instances and caused much damage.

Where then do social scientists fit in Covid-19 efforts and what should social scientists be doing? Many have noted the disparate effects of Covid-19 by class, ethnicity, race, and gender. Social scientists are already studying these effects and providing necessary guidance. Others have pursued less morbid aspects of society under Covid-19. *Plos one* recently published a study on the toilet paper hoarding frenzy of March 2020. Archaeologists might return to their studies of similar panics ("runs on goods") in the 1970s by excavating landfills. In addition to long-buried trash from the past, long-buried behaviors have reemerged and they command attention. At a time when "social distancing" automatically replaces "social distance" in internet searches, social scientists should maintain confidence in their pre-Covid-19 topics. They should continue to study what they are studying no matter however unrelated to Covid-19 it may seem. For the future, they need to insist on a stronger social science component in public health programs. Most of all, social scientists should see themselves in a larger society and be good to other members of society.

(Continued on page 15)



New Board Transition

As you probably know, due to the COVID-19 disruptions (aren't you getting tired of hearing that?), WSSA was forced to cancel the in-person part of the 2020 Annual Conference, scheduled to be held in Portland, Oregon, USA, on April 1-4, and convert the 2020 conference to a virtual format.

At the Spring Executive Council Meeting, held as an online streaming meeting on April 1, 2020, it was decided that the unprecedented circumstances (going virtual, not the pandemic itself) warranted an unprecedented action : to avoid changing leadership in the middle of such a crisis, the succession of the Officers and Board Members elected for the 2020-2021 electoral term would be delayed until after the virtual conference ended.

At that time, we still thought that we would be able to put together the virtual version of the conference as a streaming on-line event, to be held over a period of about four days, and that it could be put together in time to be ready by no later than the beginning of May.

Unfortunately, the fact that we have members from all over the world meant that there was no time of day at which it would not be seriously inconvenient for many of our members to be on their computers - if the event were held in the daytime, U.S. time, it would be nighttime in many other places. So the event could not be streamed. And once the event went online, it would need to stay open until September 30.

So, as things turned out, the succession of the new Officers and Board members to their new offices was delayed until the end of June, the month in which the virtual conference went live.

As of July 1, 2020, Anthony Amato is President-Elect/Program Chair; Mary Jo Fox is President; Debra Andrist is Immediate Past-President; Michèle Companion is Vice-President/Secretary; and Tonia Warneke and Fernando Viacava Breiding become the newest Council members. Karen Jarrett-Snider, whose term would have ended in 2020, was elected to a second term and will remain through 2023.

(Continued from page 14)

The world is far along in the story of Covid-19. It is worth noting that in March, many medical professionals took their colleagues to task for “med-splaining” in social-media posts such as “I am a healthcare professional, and here is what exactly needs to be done.” For a short period, allegations of malpractice by med-splaining abounded. These and many other episodes around the virus reinforce a call for skepticism tempered by intellectual humility. Similarly, social scientists need to be tactful and humble. Although there is no easily available count of social scientists suffering from Covid-19, many social scientists suffer from the Dunning–Kruger effect. A vaccine protocol for this effect has yet to be developed.

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?"



The Bert & Phyllis Lamb Prize in Political Science

\$1,000 Award *plus*

- + Online publication of winning submission
- + Award Plaque, Presented at the Annual Meeting of the Western Social Science Association (WSSA)
- + Paid travel expenses to attend the WSSA meeting up to \$1000, and
- + Registration for the WSSA meeting and membership in the WSSA

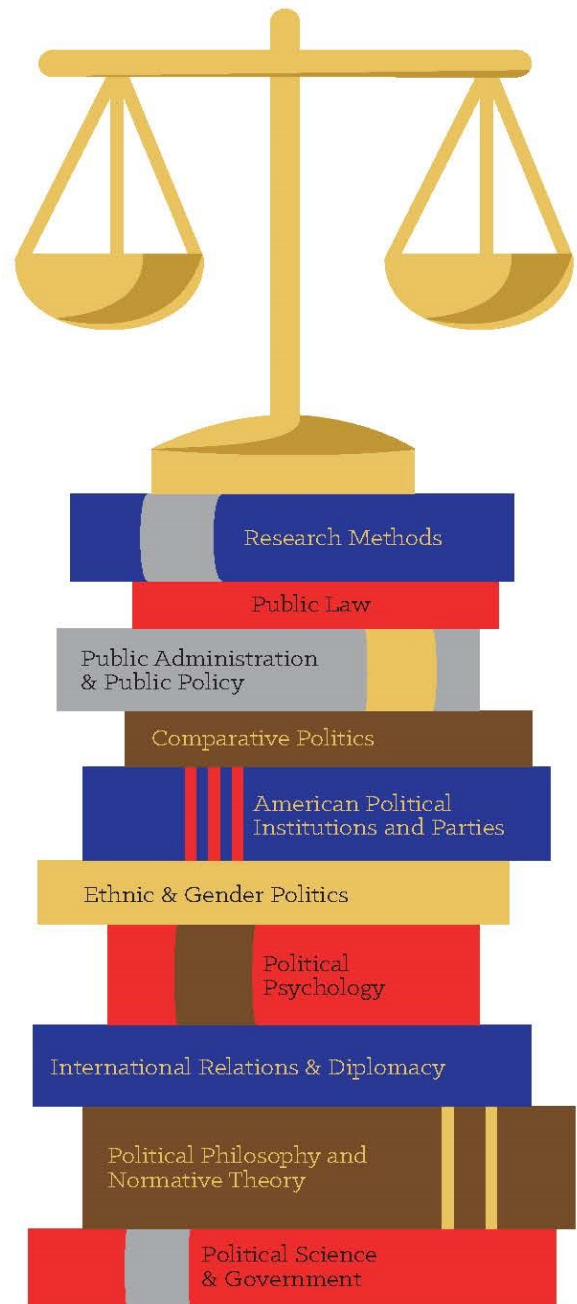
About the Lamb Prize

The Lamb Prize promotes the value of education by supporting and rewarding undergraduate papers that best combine innovation, breadth of knowledge, and good writing within the field of Political Science.

How to Apply

Visit lambprize.org for application forms, eligibility requirements, past winners, and more.

Please email completed submissions to lybedonn@isu.edu.



Poster designed by Cara Doiron, University of Maine '18

Deadline: Friday, February 21, 2020

"Some sad news about one of WSSA's long time participants. I don't think he came every year, but he often joined us at our conferences".

From Idaho Statesman Online, May03,2020 08:25 PM, updated May04,2020 12:17 PM

John Freemuth, Boise State professor and expert on public lands policy, has died at 69

by Nicole Blanchard

John Freemuth, an expert on public land and environmental policy issues and a longtime Boisean, died Saturday of a heart attack, according to colleagues. He was 69.

Freemuth was a professor of public policy at Boise State University, where he also had strong ties to the Andrus Center for Public Policy. That nonprofit was founded by Idaho politician, and former governor, Cecil Andrus in 1995 to foster "common sense" discussion on policy issues.

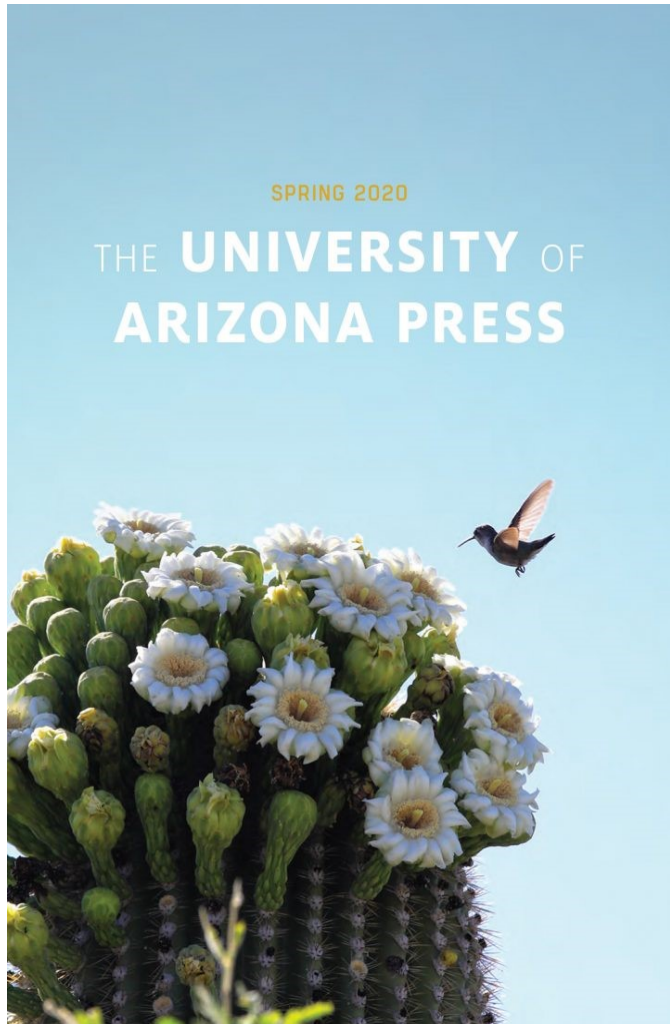
Freemuth grew up in California, where he earned a bachelor's degree in politics from Pomona College in 1972. He spent time in the 1970s working for the Internal Revenue Service, as a National Park Service ranger at Glen Canyon National Recreation Area in southern Utah, as well as teaching high school and coaching cross-country. In 1986, Freemuth graduated from Colorado State University with a doctorate in politics and government.

From there, Freemuth came to Boise State. There, he served as the the Cecil Andrus endowed chairman for environment and public lands and wrote numerous articles and books on public lands issues, particularly as they pertained to the Western U.S. He taught many courses and served as a mentor for hundreds of students, many of whom went on to prominent roles in politics and conservation in Idaho.

"When John passed away, he was doing what he loved doing, and that was being a resource and a guide ... both for students and for Western discourse," said Tracy Andrus, president and chairman of the Andrus Center for Public Policy.

Freemuth is survived by his wife, Sheri, and two sons.

IN MEMORIUM



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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.

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



Western Social Science Association

Call for Papers

Student Paper Competitions

Graduate and undergraduate students can each win, in separate competitions, **\$800**, a free one-year subscription to the *Social Science Journal*, refund of conference registration at the annual WSSA conference held in April, and the opportunity to present your paper at that conference. WOW, what a deal!

Competition Guidelines

Papers are judged based on a) advancement of knowledge, b) appropriateness for a broad social science audience, c) development and implementation of valid research design, d) definition and significance of topic, e) analysis of findings and discussion of their implications and f) clarity and cogency of writing. Undergraduate and graduate papers are evaluated separately, and multiple-authored papers will be considered separately if quality papers are submitted. Authors of high quality papers that are not chosen for the award are eligible to receive an Honorable Mention Certificate, a \$400 cash award, and free conference registration.

Paper Requirements

Papers, including bibliography, tables, figures, appendices and other supporting materials, cannot exceed 25 pages. This requirement will be strictly enforced; papers longer than 25 pages will not be read. Abstracts and cover sheets are not included in the page count.

All pages must be double-spaced and in 12pt font, with one inch margins.

Papers may not be theses or dissertations previously presented or published, and papers are to be written solely by students; papers co-authored with faculty or post docs will not be accepted.

All submissions must be endorsed through submission of a cover sheet that is signed by the student and faculty advisor. Papers without the sponsoring professor's endorsement will not be accepted. That cover sheet is shown at the end of this Call.

Authors may wish to consult the *Social Science Journal's* style guide for formatting information.

Winners of the student paper competition are expected to attend and present their paper in order to receive the check for their prize.

Paper Submission

Abstracts for papers must be submitted, first, to the appropriate conference Section (*found on the "Sections & Affiliates" page of our website www.WSSAweb.com*), via our online submission system, for evaluation by the Section Coordinator for presentation at the conference.

Full papers are then to be submitted to the competition via the link found on the "Grants, Awards, and Competitions" page of our website, at the bottom of the description of the award. Papers must be accepted by a Section to be eligible for the award, but students do not need to wait for acceptance before submitting to the competition. The submission to the competition must include an abstract (not to exceed 200 words), that includes the title of the paper but NOT the author(s)/affiliation(s). This abstract will be submitted as part of the online submission form itself. The actual paper, and the cover letter for the paper, are to be attached, via the "attachment" link on the form. Papers will be evaluated by a committee of WSSA Executive Council members, chaired by the Student Grant & Award Coordinator.

Join Us In Albuquerque

Western Social Science Association
March 24-27, 2021
Albuquerque Hyatt Downtown

Assuming, as we all hope, that the COVID-19 situation will no longer be constraining our movements,

Plan to join us for another great meeting in Albuquerque!

We have negotiated an amazing room rate at the Albuquerque Hyatt Downtown, to keep the costs down for scholars!

The Western Social Science Association invites proposals for presentations at the 62nd Annual Conference. Proposals for complete panels and individual papers, are welcome. You can submit your proposal through the WSSA website (www.wssaweb.com).

Click on the “Sections & Affiliates” options, identify the section that best fits with your topic, and submit that proposal to only that one section. During the submission process, you will be able to indicate a 2nd and 3rd choice section, in case the Coordinator of the initial section does not consider the proposal appropriate for that section. If you are submitting more than one proposal, you will need to submit them separately. If you are having difficulty trying to identify the best fit for your abstract, please contact the section coordinators directly. Their contact information can be found by clicking on the section.

Deadline for proposals is December 1, 2020

You will be prompted to provide the following information:

- Title of presentation,
- Name, affiliation, mailing address, telephone number, and email address for all participants
- Abstract (not to exceed 200 words)

Scholars willing to serve as moderators or discussants should indicate their interest to the appropriate section coordinator listed on the website. All participants are required to register for the conference prior to March 1, 2021.

For additional information, please consult the website at www.wssaweb.com

We look forward to seeing you in Albuquerque for another gathering of scholarship, service, and collegiality!

NDSU NORTH DAKOTA STATE UNIVERSITY PRESS

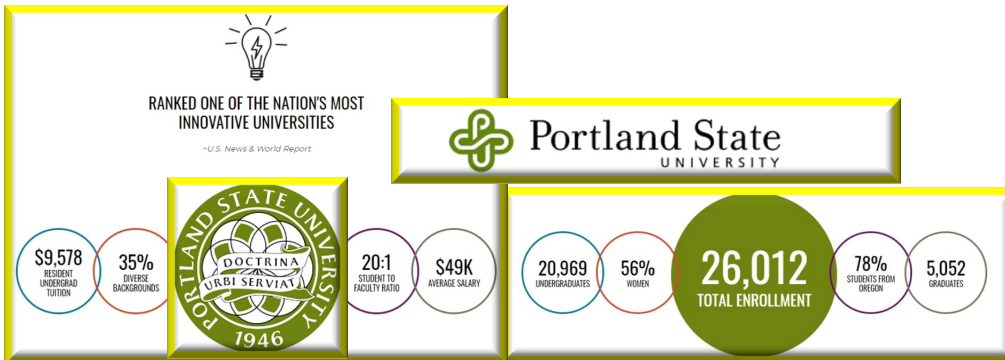
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The press's regional mission stimulates and coordinates peer-reviewed interdisciplinary scholarship about the Red River Valley, the state of North Dakota, the plains of North America (comprising both the Great Plains of the United States and the prairies of Canada), and comparable regions of other continents. NDSU Press publishes peer-reviewed regional scholarship shaped by national and international events and comparative studies.



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REGISTRATION REMINDER

- The WSSA 2021 Annual Conference will take place on March 24 - 27, 2021, in Albuquerque, New Mexico, USA, at the Albuquerque Hyatt Downtown. The deadline for submission of proposals will be December 1, 2020.
- Pre-registration for the 2021 conference, at the discounted rate, will become available October 1, 2020, online through our website, www.WSSAweb.com, and will continue to be available through January 7, 2021.
- Late Online Pre-registration, at the regular rate, will be available from January 8, 2021, through March 16, 2021.
- There will be no registration activity between midnight, CDT, on March 16 and 3:00pm MDT, on March 24, when **On-Site Registration** opens at the conference site.
- **REFUNDS** : Requests for refunds of conference registration must be made in writing no later than March 27 of the year of the conference. The amount of the refund will be the amount originally paid, minus the amount that the credit card companies charge WSSA to make the refund, usually about 10% of the original amount.

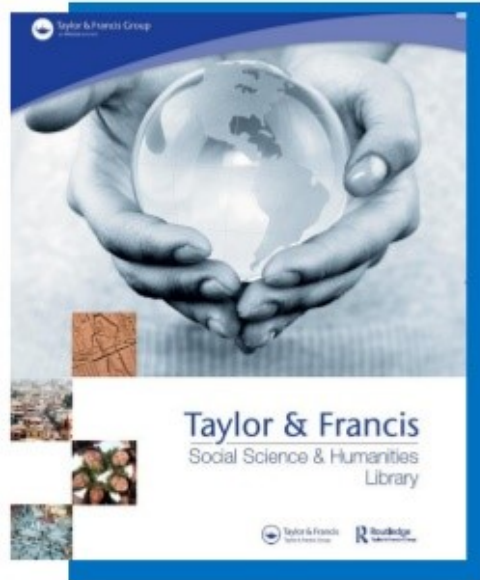
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