



WSSA NEWS

Volume 52, Issue 1

Winter 2020



President's Soapbox

Featured Article

We, the Polar Bears



by Debra D. Andrist
President, WSSA

The heartbreaking *National Geographic* cover photo of a once proud and ferocious king of the Artic, reduced to an emaciated, scruffy, starving, shadow-of-a-polar bear due to

climate change and food-chain disruption, pushed me over into the pre-Greta Thunberg camp, a photo which appeared some years before Greta bravely confronted the world about the consequences of our reckless pillage of our planet.

On our possibly irreversible path to self-destruction, we humans, along with every

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Transitioning to the Dark Side:

From Faculty to Administration

by Jessica Clark, Ph.D.
Vice President for Learning
and Student Services
Northland Pioneer College



Completing my doctorate in 2010, I never imagined (truly) a career in higher education administration (much less senior leadership). My career path was supposed to lead me to a tenured faculty position at an institution that focused primarily on the liberal arts or teaching. Eventually, with time, I was open to the possibility of serving a department as a

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("We, the Polar Bears", Continued from page 1)

inhabitant of every sort on Earth, we are all that polar bear.

Against most odds, including inconvenient logistics, the resistance of a not-always-supportive husband, and the challenges of product manufacturers who either still don't use recyclable packaging and/or continue to use unnecessarily elaborate packaging, I've been a fairly dedicated recycler for decades. I sort through our trash for anything which could be recycled after all, I take my own carry-out bags to the grocery, I look for that triangle and less-elaborate packaging on what I buy, and more. (*I do, admittedly, and with great guilt, fall off the wagon from time-to-time with things like plastic straws in restaurants.*) I am but one of many people with good intentions—and we know what the road to hell is paved with!

I, for one, in spite of it all, feel like hypocrite, a do-gooder with no effect except for self-congratulation. How dare I get on a soapbox to exhort others to do what they can about this issue? What do my miniscule, one-person, bleeding-heart, middle-class-nobody efforts accomplish as only one of the 7.53 billion inhabitants of Earth, most of whom are not in an economic, educational and/or social position to have the luxury of discernment between survival and activism, against the lack of action by many of the most-polluting world governments (including that of where I choose to live very comfortably) who don't or can't or won't care, in ineffectual opposition to the overwhelmingly self-serving so-called military industrial complex [is this term a blast from the past or what—once again, I give away my age?], etc.?

In Spanish, we have a saying, "gota a gota/drop by drop," which I guess is the point of this soapbox essay: if everyone will do what s/he can, it may help . . .

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

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GETTING TO KNOW :

the ARID LANDS and GEOGRAPHY section

by Mark Melichar
Tennessee Technical University
President of AALS
and Section Coordinator for Arid Lands Studies and Geography



The Association for Arid Lands Studies (AALS) was founded in 1977 and was designed to emphasize the importance of, and coordinate the efforts for, studying human adaptation to the world's arid and semiarid lands. The annual meeting of the organization coincides with the annual conference of the WSSA, where research is presented in the Arid Lands Studies and Geography section.

Much like the organization itself, the panels tend to be interdisciplinary with a wide-range of topics discussed. Over the last few years, research topics presented include: the effects of extreme weather on economic activity, seat belt usage in arid lands, examining the effects of the Great Recession in Arid states, borders and water conflicts, and the comparison of economic institutions in arid versus humid states.

The Arid Lands Studies and Geography section is also open to cross-listing and has done so on numerous occasions in the past. For example, the section has cross-listed with Economics: General, Political Science, Sociology, and Latin American Studies.

The section is also very welcoming to graduate students and encourages them to submit papers. Graduate students who present their research in the Arid Lands Studies and Geography section are eligible to win a cash award for the best paper from the organization.

In addition, the AALS maintains The Journal of Arid Lands and Natural Resources which is currently in its 27th volume, and welcomes submissions from presenters in the section during the WSSA annual conference.

If you would like to know more about the Association for Arid Lands Studies (AALS), membership, and our section at WSSA, please contact me via email at mmelichar@tntech.edu or visit our website <https://www.k-state.edu/economics/aals/>.

We hope you attend our panels and consider presenting your research next spring in the Arid Lands Studies and Geography section.

See you in Portland, OR!

chair, but really anything higher (dean, vice president, president) was not something I considered or discussed. My passion, after all, was education: teaching and learning – not leading, or so I thought.

Then in 2016, six years into my career at Western Wyoming Community College, a position opened as the Social Sciences and Education Division Chair (more commonly referred to as a Dean or Associate Dean at other institutions). After serving this institution as an Instructional Designer for two years, and a tenured faculty member/department facilitator for four years, I began to see that leadership was a service (similar to the way I see education). It was this change in my perception of leadership that inspired me to apply for and secure a mid-level leadership position, or as one of my faculty colleagues commented “to move to the dark side.”

As someone who has always envisioned herself as an educator, it was this awareness and acceptance of servant leadership that allowed me to come to terms with the sense of duty I was experiencing. The longer I served as a faculty member, the more I wanted to serve faculty. The longer I served as a division chair, the more I wanted to serve division chairs (and so on and so forth). Why you may ask? Well, as Simon Sinek notes in *Start with Why*, understanding and articulating our why is essential for clarity. And, my why, goes back to my passion for teaching and learning. The more I serve in higher education administration the more I want to teach and learn.

My goals as a senior administrator (Vice President for Learning and Student Services) at Northland Pioneer College are to 1) provide faculty and staff with opportunities to promote student success; 2) promote understanding between administration and faculty/staff and 3) inspire and develop the future leaders in higher education. In essence, my why has remained the same – service to the academy – but my audience has evolved with time.

Getting past the negative perception of administration, and owning that I desired to teach and inspire from within administration, has opened my mind up to the possibilities of servant leadership. As someone who has served as an adjunct faculty member, a classified professional (Instructional Designer), an assistant professor, an associate professor, a department facilitator, and a Division Chair, I have a great deal of higher education experience and knowledge (a true understanding of the academy).

It is this experience (combined with a post-doc in higher education administration) that has really inspired me to be a change agent – someone who can (I hope) bring down the traditional silos or the us vs. them mentality between higher education administration and faculty-staff at her institution. It is my hope that with my faculty lens and my administrator hat, I can encourage others to see that education and leadership are two sides of the same coin, especially in higher education. There’s no dark side.

The WSSA News accepts proposals for articles from members. Persons wishing to submit articles for consideration should e-mail them to the address below, in Word format. Deadlines for inclusion are generally late May for the Summer edition, early August for the Fall issue, early December for the Winter issue, and mid-to-late March for the Spring issue. Contact the Newsletter Editor, Kate Herke, at WSSA.Admin@nau.edu, with inquiries, corrections, or suggestions.

New Joint Doctoral Program (JDP) in Geography New Mexico State University and The University of New Mexico



*by Christopher Brown
New Mexico State University*

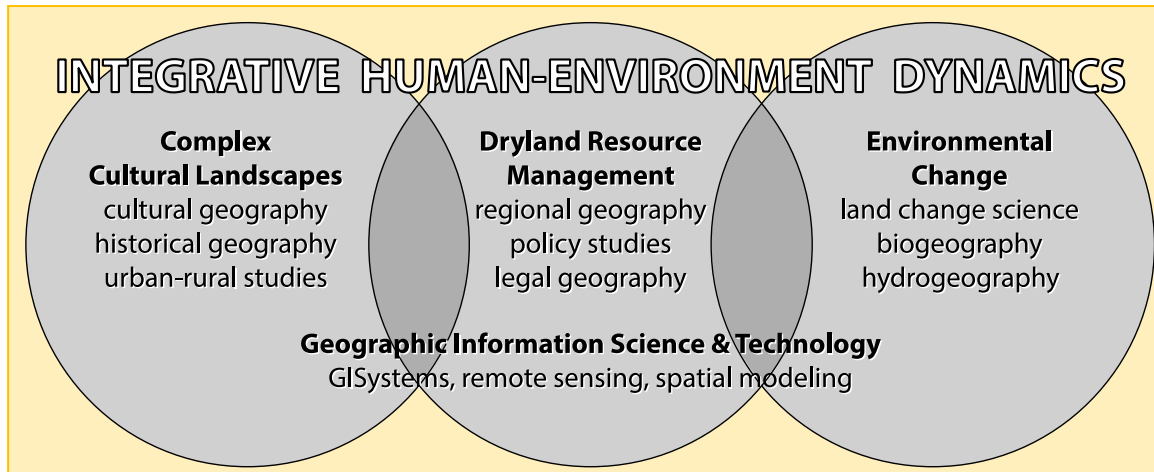
In early 2019, faculty and administrators at New Mexico State University (NMSU) and The University of New Mexico (UNM) received the great news that Governor Michelle Lujan Grisham and The New Mexico Board of Finance approved the Joint Doctoral Program in Geography that UNM and NMSU developed in the last few years. The impetus for this program was requests by researchers at Los Alamos and Sandia National Laboratories that institutions of higher education in New Mexico develop a PhD program in geography and environmental studies to support professional development of Laboratory researchers; faculty at NMSU and UNM got to work to make this happen. Scott Freundsuh and Maria Lane were the leads on program development at UNM, and they worked closely with Christopher Brown and Carol Campbell at NMSU, as well as faculty in both departments, to develop the program.

The argument for the JDP is a fairly simple one that came out of the experience of UNM faculty members Christopher and Caitlyn Lippett and NMSU faculty member Christopher Brown. All three earned their PhDs in the Joint Doctoral Program in Geography hosted by San Diego State University and the University of California at Santa Barbara, and all have benefitted from the rich partnership of two committed and complimentary geography departments. Put simply, Christopher, Caitlyn, and Christopher “knew how to get this thing done,” an argument made throughout the entire process of program development. Working with Douglas Stowe, the JDP coordinator at SDSU (thanks to Doug for his invaluable assistance!), faculty at UNM and NMSU worked to craft a program that was built on three simple but important elements:

- ◆ Both departments are highly respected in the Southwest for their timely applied geographic and environmental research.

(Continued on page 6)

- ◆ Neither program had the resources to make this program happen on their own, but together they were able to marshal resources to build a program that is consistent with other successful PhD programs in the Southwest.
- ◆ The end result was the only PhD program in geography and environmental studies in New Mexico that was built largely with existing resources and staff, an argument that was especially salient as approval was successfully sought in various agencies in New Mexico.



With the “how and the why” of the program’s development in hand, just what is the program all about? As a time tested adage reminds us, a picture is often worth many words. The graphic below lays out the key components and linkages.

Coupled human-environment interactions are at the core of the JDP, with a specific focus on cultural landscapes, resource management in dryland environments, and a range of environmental change questions. Geographic Information Science and Technology (GIS&T) is a techniques area in which both departments have expertise and experience, and we argued successfully that GIS&T is the critical technical element to link these areas of research together. GIS&T is also a highly sought-after area of expertise in academic institutions, governmental agencies, and private sector firms; hence the JDP supports important workforce development that both helps drive the New Mexico economy, and explores and addresses a range of coupled human-environment interactions and attendant challenges.

I write this article as 2019 comes to a close, and we usher in 2020. As the New Year unfolds, faculty and staff at UNM and NMSU are working hard to stand up the program, focusing on joint curriculum development, application review processes, and coordination of both face to face classes and those delivered at distance. Our goal is to see the program kick off in fall of 2020, and I will share details of our application process with WSSA members as this process comes together.

**Future
Conferences**

- 2020 Portland, Oregon** -- Portland Marriott Downtown Waterfront, April 1, 2020 through April 4, 2020
- 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 Riverwalk, April 3, 2024, through April 6, 2024
- 2025 Seattle, Washington** -- Sheraton Grand Seattle, April 2, 2025, through April 5, 2025

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 WSSA or to the social 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 (*sigh*)

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

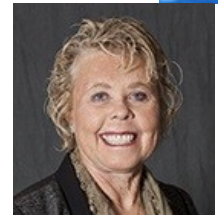
Cartoons must be original, and they may not have been previously, or concurrently, published.

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



WSSA Give-Back: The Oregon Food Bank

by Diane Calloway-Graham
Utah State University
Vice President, WSSA



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 we will be in Portland, Oregon. Following is some important information regarding the Oregon

Food Bank. The mission of the Oregon Food Bank is *to eliminate hunger and its root causes...because no one should be hungry*. One of the unique aspects of the food bank in Oregon is that they **THINK BEYOND THE CAN!** In their work to eliminate hunger in Oregon, they believe in addressing the root causes of hunger through public policy, nutrition and garden education, as well as public awareness. They also focus on freshness with a goal this past year of distributing 15 million pounds of produce each year. Another important focus is to champion self-reliance through nutrition and garden programs, as well as community food organizing activities. A very important feature of the food bank is that they advocate for change. Aspects of their advocacy include urging lawmakers to make food a priority by investing in policies and programs, recognizing race and place as central determinants in individual and community health, combating systems and behavior which undercut food security, and finally cultivating new strategies for underserved communities with long-term solutions and day-to-day program delivery. One final noteworthy aspect of the Oregon Food Bank is that they are dedicated to ensuring that no one goes hungry today, that Oregon becomes the first state without hunger, and that people experiencing hunger are at the center of all they do.



Look for the OREGON FOOD BANK at the conference and please support them with a donation to help fight hunger!

**Announcing WSSA's
Outstanding Emerging Scholar Awards
for 2020**

Past - President's Award : Jose Bucheli, University of New Mexico

Dr. Jose Bucheli is an Assistant Professor of Economics in the Department of Economics, Applied Statistics & International Business at New Mexico State University.

Named by Chris Brown, New Mexico State University



President's Award : Dr. Samar Zahrawi, Sam Houston State University

Dr. Samar Zahrawi is an Assistant Professor of Arabic in the Department of World Languages and Cultures at Sam Houston State University.

Named by Debra D. Andrist, Sam Houston State University



President-Elect's Award : Dr. Cheryl Bennett, Arizona State University

Dr. Cheryl Redhorse Bennett is an Assistant Professor of American Indian Studies at Arizona State University.

Named by Mary Jo Tippeconic Fox, Arizona State University



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>

“What I Wish My Professors Knew About Me”

Usually for our student contributions to the newsletter, we have them address, “What I Wish My Professor Told Me.” For this installment, we thought to flip the idea and have students respond to what they wish their professors knew about them. In response, I will provide “What I Wish My Students Told Me.” in the Spring 2020 issue. Below are the thoughts of students at different stages of their lives and education. They have all offered personal reflections about who they are as students in the classroom.

*Dr. Monica Gallamore
Collin College*



Alexandra Tipps, Sophomore Collin College - Frisco

Most often, professors see you a few times a week for a few months, then never again. Students pass out of the lives of professors just as quickly as they came into them; professors do not have the opportunity to understand each of us as individuals, what informs the decisions we make, how we function in a learning environment, or even why we are there to begin with. I believe the relationship between professor and student could improve greatly with a little insight into one another’s lives.

Although it might not always be intentional, academia seems to have a tendency to gatekeep. Maybe some professors do not remember what it is like to be in the position of someone who had to figure out how to navigate academia on their own – or maybe they tend to forget that many students do not come from an advantaged socioeconomic background. I am on track to become the first family member to get a degree – to complete more than a few semesters of college, really – and it is easy to feel ashamed for your lack of understanding of the ins and outs of college despite its complicated nature, although I entered school with very little explained to me. As well, it is intimidating to ask for clarification upon things you are made to feel like you should have grasped long ago. When a professor goes out of their way to make sure class is accessible for those who are pioneering higher education, it takes so much stress off of the student.

I wish my professor understood the anxiety I deal with in the classroom – even writing about it gives me anxiety. I wish my professor knew how difficult of a journey it has been to get myself to function as well as I do in the classroom today. It is difficult to articulate the struggles I face daily. There is an unshakeable embarrassment I feel each time a professor reads my work or is answering a question I have, and I have to fight myself to raise my hand. I often get so flustered that I fail to finish what I am saying. When a compassionate professor recognizes my behavior and accommodates my needs without making me feel guilty for a disorder I often hold very little control over, it means the world to me. I want my professor to know that I am not a lazy, disengaged student – I am just trying to cope with a condition I have struggled with my entire life.

I wish my professor knew that their passion can be awfully contagious; I might not particularly care enough to set out on my own to learn about the differences between the Rococo and the Baroque period, but if a professor walks into the classroom enthusing about the subject, they are much more likely to successfully pique my interest and give me a reason to feel as though maybe there is a reason why I should care, too. When a professor is present for the paycheck rather than the love of education or for the passion of the subject, there is a tangible difference in the learning experience. Students are more vulnerable to a professor’s energy than one might think. I have found that passion is something that consistently and drastically improves my experience in the classroom, especially as a student with ADHD. You can fall in love with something you never heard of, or even imagined you would be interested in when someone with fervor and great knowledge is there to guide you. Professors are in an incredibly unique position to influence the lives of students – whether positively or negatively is up to them.

Christine Stevens, Sophomore Collin College - Frisco

I returned to college in January of 2019, at the age of 50, to pursue a new career in nursing. After several years as an elementary school teacher, I had spent most of my adult life raising my two children,

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who I am enormously proud to say have grown into remarkable young adults. I loved being a full-time mom, and I can honestly say that I pursued that role with passion and dedication. I was the Girl Scout leader, the room mom, and the enthusiastic school volunteer. I served on the boards of several local charities, raised funds, wrote by-laws, and planned countless events. My husband's corporate job gave us the opportunity to live all around the US as well as the UK, and I happily supported his career and while acting as our family's CEO, CFO, and COO. However, my children grew up, and I found myself in a state of "forced early retirement". I was full of regret for not having kept "a toe in the water" of the professional world. Wishing I had chosen a career other than teaching, which I no longer had a passion for, and had far too much respect for the profession than to do it without passion. I was at a point where I could not imagine continuing on the path that I was on, and I was consumed with the need to do something that would be challenging and impactful. I took this leap because I needed to prove to myself that it was not too late to define who I was outside of the role of mom, wife, and volunteer.

When I entered my first class, an upper level biology course in a rather large lecture hall, I chose the center seat in the front row. I was deliberately setting the stage for a new phase in my life, and my choice in seats was a proclamation of how seriously I was taking this step. The lighter element of this seat choice was that I would have my back to the majority of the class, thus obscuring my view of how much older I was than the rest of the room. (I had not considered that being so close to the professor would reinforce the fact that I was also older than she). Now that I have three semesters under my belt, I am far less concerned with my age. In fact, I appreciate what my life-experience has given me. I am now a fascinated learner, so I am a far more engaged student than I was at 18. I have the discipline, organizational and time management skills to be successful. I have the confidence and communication skills to develop good relationships with my professors. One of the best surprises is how much I have enjoyed getting to know my fellow students of all ages and from all walks of life.

My kitchen table has become my command post and it is littered with notebooks, text books, sticky notes, and labeled images of internal organs (much to my husband's dismay). I am working incredibly hard for my academic success and experiencing the stress that is unique to that of a college student . . . there is always another task to be completed, an exam to prepare for, or a paper to draft. It is harder than I expected, but I have zero regrets. I love it. I am thriving in a way that I never have before, and I am more excited about my future and what I will contribute. Returning to college is one of the best decisions of my life.

Joshua Apple, Sophomore

Collin College – Frisco

I had never considered myself to be particularly good at school. From a young age my parents had placed me in a local private school in order to better prepare me for college. Throughout middle school I struggled to keep up with my peers and over time I gradually began to convince myself that school just was not for me. After several unsuccessful years at the private school, my parents decided it would be better to transfer me to public school. Despite initial success in the public school system, I found myself unprepared for what would be one of the greatest challenges of my life. On October 21, 2015, my father suddenly passed away. At the time, his death seemed to have very little effect on my life, only when I look back, I realize how much his death affected the rest of my high school career. My father had been a major part of my life growing up. Additionally, he was responsible for instilling in me many of my core beliefs and morals.

Two weeks after the death of my father, my mom and I moved out of our home that we had lived in for most of my life growing up. Within the span of a month my entire life turned upside down. The remainder of that fall semester I remember struggling just show up to school let alone be successful. I failed three classes that semester and would spend the remainder of my high school career attempting to regain those lost credits. At the time, I remember feeling as though the slip in grades and social withdrawal were unrelated to what had just happened. From that point on my priorities were set on just graduating high school on time and putting the whole experience of school behind me. Despite the major setbacks of that semester I managed to graduate on time with my class. It was a huge relief to put school behind me.

Because of my difficult experience with high school, I decided to go into the workforce instead of going straight into college. I took on more hours at my job and spent my free time just trying to reflect and

(Continued on page 12)

Election Results

for 2020-2021

by *Kate Herke*
Communications Director, WSSA

In the past, the WSSA has held its annual election for officers and council members in January, but this did not give the winners enough time to plan for the Spring Conference. Therefore, we have moved the voting period to a mid-December time frame, and are leaving the voting open for only three weeks, as past experience shows that this is sufficient.

Many potential candidates had conflicts which would have prevented them from serving and there were no write-in candidates so, unusually, all candidates ran unopposed.

As mandated by the WSSA Constitution, this year's President, Debra D. Andrist, will become the Immediate-Past-President for the next WSSA year,



and this year's President-Elect/Program Coordinator, Mary Jo Tippeconnic Fox, will become the President.



Anthony Amato, formerly a Board Member and a Vice-President, agreed to return to the Council as the 2020-2021 President-Elect.



For Vice-President/Secretary for the 2020-2021 year, Michèle Companion has also agreed to return to the Board.

Tonia Warnecke and



Fernando P. Viacava-Breiding were elected to serve on the Board for 3-year terms, 2020-2024, and Karen Jarrett-Snider was returned to office for that term.



All new Council officers and members will begin their terms at the end of the President's Reception, on Saturday night, at the 2020 conference.



Chris Brown, this year's Immediate-Past-President will finish his term at the end of the President's Reception, as will



Diane Calloway Graham, Vice-President /Secretary for 2018-2019 and 2019-2020.

Also leaving the Council, when their three-year terms expire at the end of the April 2020 conference, will be Jesús Ruiz Flores and Meghna Sabharwal.

William Schaniel has been invited to stay on in the Ex-Officio position of Student Grant & Awards Coordinator.



Membership on the Executive Council is both an excellent way to support the Western Social Science Association and it is also a nice addition to a C.V. We strongly encourage members to run for office. Any member may nominate another member for one of the elected positions by submitting the nominee's name to the Executive Council Nominating Committee, by contacting that year's Immediate Past President.

For those who missed, or do not remember, the bios that were used for this year's candidates, they are repeated below.

President-Elect/Program Chair :

Anthony Amato is a Professor in the Social Science Department at Southwest Minnesota State University. He received his PhD from Indiana University. His research interests center on intersections of culture, economy, and environment, and range from beekeeping in the Midwestern United States to household budgets in the Carpathian Mountains. For almost two decades, he has brought his interdisciplinary outlook and service agenda to the Western Social Science Association. He has served as a WSSA section coordinator, a WSSA Executive Council member, and WSSA Vice-President/Secretary. The highlight of his academic year is helping create experiences for students and colleagues at the WSSA annual conference.

properly respond to the loss that had occurred in my life. A year later I finally felt confident enough to try school at Collin College. Going into college I knew I was going to be serious about it and really put in a lot of effort if I was going to be successful. My first year at Collin College turned out to be the best year of my academic career. In the Spring, I joined the schools Model UN team and for the first time in my life found a place that I belonged. For the first time in my life, I felt like I had a future and I began to plan it out step by step. I am in my second year of college now and while there are still many challenges in my path, for the first time in my life I know that I have a future.

Niza Nicole Garza, Freshman

Collin College – Frisco

I felt inadequate the entire semester, even though my grades remained high. I was petrified I was going to bomb an exam, forget an assignment, or fail somewhere further into the semester. I had not been to college since 2012, and it was only for two semesters. Before that, I had not attended school since 2004. I was having a conversation with my significant other about them registering for college classes, and we got to talking about my desire to go back to school. He asked me what I was waiting for. I said I was afraid to fail. The last time I was in school, I was taking four classes, working full-time at a surgery center, working part-time as a restaurant server, and raising my daughter. I did not make the grades I had strived for. It was such an overwhelming experience, but more than anything, I was afraid to be unsuccessful again. He convinced me to apply at a college and apply for financial aid to simply “see what happens.” The plan was to only take two classes a semester this time around to get my feet wet.

The most stressful part was trying to get all the information turned in to Collin College, FAFSA, and selecting my classes. I had so many meltdowns with this initial process, and I felt like if I could not even register properly, how was I going to be able to reach my goals? I am thirty-three years old, and I still have to get through my basics. When I looked around my classes, I realized how incredibly young everyone else was, and how incredibly old I felt. Then I realized my eleven-year-old daughter is closer to my classmates ages than I am.

I wanted my Texas History teacher to know that I often got to class a few minutes after it had already started because I accidentally enrolled at two different campuses. I had an hour between the two classes, but between fighting traffic, driving down the freeway to the other campus, picking up lunch on the way then finding a parking spot, and hustling into the building... that hour was burned through much too quickly. I was always worried that the professor thought I was not prioritizing class or mismanaging my time, but it was a mad scramble every Monday and Wednesday. It was also somewhat problematic arriving to my first class on time because I work late nights as a bartender, so not getting home until around two in the morning, then up early for class was a real struggle for me. On top of all of that, my daughter needed and wanted my attention. Thankfully, I ended both of my classes with an A. I will simply be taking two classes again next semester, but I do have a much higher level of confidence going forward into these new classes. If I can make two more A grades, I believe I will be ready to try for a third class, then have the esteem to bump up to a full-time schedule.

Newsletter Morgue

Copies of past issues of the WSSA News can be found on our website, at

<https://www.wssaweb.com/newsletters.html>

The Bert & Phyllis Lamb Prize in Political Science

\$1,000 Award *plus*

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- + Paid travel expenses to attend the WSSA meeting up to \$1000, and
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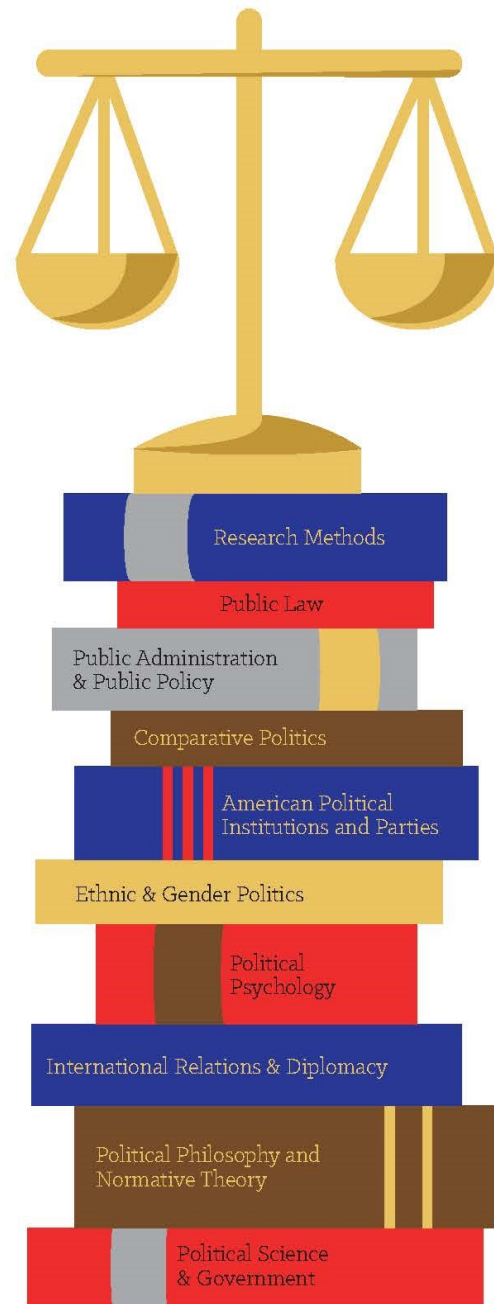
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The Lamb Prize promotes the value of education by supporting and rewarding undergraduate papers that best combine innovation, breadth of knowledge, and good writing within the field of Political Science.

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



CALL FOR PAPERS

ICSA IX. WORLD CONGRESS

SOCIAL MEDIA & INTIMACY: AN ALTERNATIVE REALITY?

HILTON PASADENA, CALIFORNIA, USA, 30 July - 1 AUGUST 2020

Suggested Themes:

Indications are that social media contribute to the infantilization of the human race. The floating of a “Trump baby” balloon over London is an entertaining parody not only of a “twitter presidency” but of a much deeper social malaise. Internet connectivity appears to fill a primordial human desire for sociality, personal relationships, and social acceptance. The quandary posed by social media is two-fold: On one hand, the immediacy of electronic connectivity mimics social acceptance. On the other hand, the impersonality of electronic media fosters an artificial, phantasmagorical “alternative reality” conducive to acting out childish desires, day-dreaming, and puerile fantasies. Youth are especially susceptible to the lure of social media. The question arises: Can social media be tamed to encourage healthy social relationships and foster personal growth and maturity rather than contribute to mental health issues and personality disorders? The thrall of utopia of instant communication and connectivity needs to be tethered to reality rather than a make-believe universe of primordial desires which may devolve into dystopia. Karl Gustav Jung, more than Sigmund Freud, may offer guideposts for greater social felicity and personal fulfillment, redeeming the subconscious by opening vistas toward a transcendent grounding of Reality. In the final analysis, Internet connectivity may be a substitute for religion. While traditional religion offers to connect the believer with a transcendent deity, the Internet seems to bind one only to machines while promising intimacy. *Quo vadis?*

ICSA IX

World Congress endeavors to bring together scholars from a wide range of disciplines and denominations for an exciting international conference which takes both scholarship and faith seriously. ICSA IX: *Social Media & Intimacy: An Alternative Reality?* is co-sponsored by IIR-ICSA-JIS in the City of the Roses—the world-famous Tournament of Roses—in sunny Southern California, with many cultural & sightseeing opportunities. All

conference participants must pre-register. Abstracts (250 words) due: January 30, 2020; c/o Dr. O. Gruenwald, JIS Editor, 1065 Pine Bluff Drive, Pasadena, CA 91107, USA, per e-mail (no attachments) to: info@jis3.org. Include: Paper Title, First & Last Name, faculty or student, institution, mailing address, telephone & e-mail. Fully-developed papers will be considered for publication in the peer-reviewed *Journal of Interdisciplinary Studies XXXIII 2021*. ICSA IX 2020 web site: <https://www.jis3.org/icsaix2020>.

SOCIAL MEDIA & INTIMACY

CONFERENCE STRUCTURE:

Check-In: Thursday, July 30, 3:00 - 6:00 PM, Hilton Pasadena. **Reception:** Thursday, July 30, 7:00 - 8:00 PM: Coffee Corner. **Main Conference Program:** Friday-Saturday, July 31-August 1, 8:45 AM - 5:45 PM: Monterey Room. **Keynote:** Friday, July 31: Monterey Room. **Format:** Multidisciplinary panels and papers. Participants are encouraged to attend the entire conference to enhance dialogue, synergy, and synthesis, as well as fellowship. Presenting a paper is not a prerequisite for participation. Indicate if you prefer to serve as discussant. Family members enjoy the reduced student registration rate. **Audio-Visual Equipment:** Bring laptop or flash drive if desired for PowerPoint presentation. **Cultural/Sightseeing:** Before or after the conference. Optional Field Trip: Huntington Library & Gardens; JPL.

TRAVEL AND ACCOMMODATIONS:

Lodging: We recommend that conference participants make their hotel reservations as soon as possible. **Hilton Pasadena Reservations:** 1-800-445-8667 or 626-577-1000. Cultural/sightseeing/travel/accommodations: **Pasadena Convention & Visitors Bureau:** www.visitpasadena.com; 1-800-307-7977. Bring an alarm clock and a sweater or jacket for cooler mornings and evenings. **Ground Transportation:** Hilton Pasadena (168 S. Los Robles Ave., Pasadena, CA 91101) may be reached from the Los Angeles International Airport (LAX) via shuttles, e.g., Super Shuttle (shared ride \$32): 1-800-258-3826, or rent-a-car (ca. 45-minute drive).

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By February 15, 2020:	After Feb. 15, 2020:	After March 15, 2020:	Totals:
____ Regular: \$100	____ Regular: \$125	____ Regular: \$150	\$ _____
____ Student: \$ 75	____ Student: \$100	____ Student: \$100	\$ _____

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Pet Peeve

Eight Seconds and Falling Fast!

by Debra D. Andrisc

Sam Houston State University

According to an internet article (and it'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 JAMPP ¹, 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!

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

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%!

Vice-President/Secretary :

Michèle Companion works with Native American tribes on issues of food security and cultural survival around livelihood preservation and access to traditional food and medicine. She serves as the secretary of the Lowlander Center, working with southern Louisiana tribes and other groups impacted by sea level rise. She also works as a food and livelihood security consultant for international humanitarian aid organizations such as Save the Children Federation, and with the Disaster Prevention Research Institute in Japan, serves as the Chair of the International Coordinating Committee for the Natural Hazard Mitigation Association, and is the Secretary/Treasurer of the International Research Committee on Disasters.

She has been a member of WSSA since 2008, establishing the Globalization and Development Section in 2010 and serving as Section Coordinator from 2011-2015. She served on the Executive Council from 2013-2015, in the three Presidential positions Elect/Program Coordinator 2015-2018, and as the “WSSA Gives Back” Food Bank Fund Drive Coordinator 2015-2017.

New Board Members :

Tonia L. Warnecke is Chair of the Social Entrepreneurship Department, Rollins College, and is the George D. and Harriet W. Cornell Professor of Social Entrepreneurship, and Chair of the Social Entrepreneurship Department at Rollins College, USA. She was the 2013 Fulbright Visiting Research Chair in International Development Studies at McGill University, Montreal, Canada. Dr. Warnecke has an interdisciplinary educational background--a B.A. in Political Science from Rollins College, a M.P.I.A. (Public and International Affairs) from the University of Pittsburgh, and a M.A. and Ph.D. in Economics from the University of Notre Dame, USA. She specializes in international development processes and policy. Her research is interdisciplinary and policy-oriented, focusing on gender, entrepreneurship, and development issues such as finance, technology, and sustainability. In addition to publishing widely in international journals, she has been awarded many research honors and grants and she has collaborated with the United Nations Research Institute on Social Development.

Fernando P. Viacava-Breiding is Professor of Economics and Finance at the Tecnológico Nacional de México, Campus Morelia, Department of Economics and Administrative Sciences. He has also had academic appointments at Tec de Monterrey and University of Michoacán in Morelia, and has served as Head of the Investment Projects Office, Central Peruvian Government, Lima. For the last several years, he has served as the co-Section Coordinator of the WSSA Latin American Studies (LAS) Section. Working with his co-coordinator, Jesús Ruiz Flores, he has grown the LAS into one of the most active and dynamic sections of the Association. Serving on the WSSA Executive Committee, he plans to provide excellent leadership to the WSSA and also provide a valuable linkage to the LAS.

(Continued from page 16)

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 to actually encouraging it.⁵

⁵ See my related essay in this Winter issue of the *WSSA Newsletter* for how and why I permit and encourage cellphone usage under controlled conditions in classes.

Members' Publications

HARDCOVER ISBN

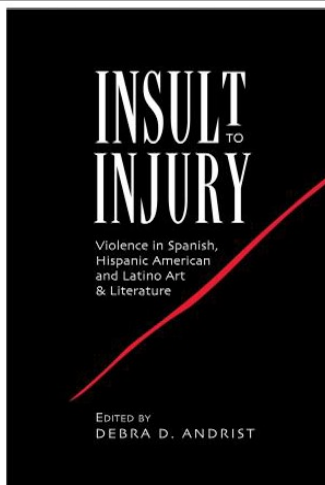
978-1-84519-836-7

RELEASE DATE

January 2017



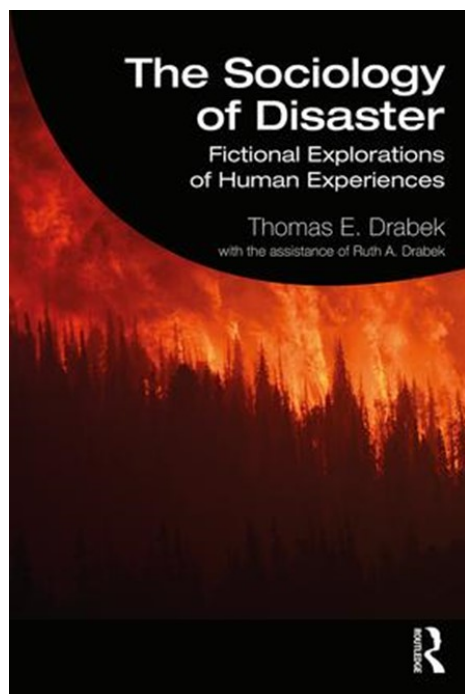
E-MAIL EDIT@SUSSEX-ACADEMIC.COM



ABOUT THE EDITOR

The Editor, **Dr. Debra D. Andrist**, Professor of Spanish at Sam Houston State University (SHSU), was multi-term founding chair of Foreign Languages there, former multi-term Chair of Modern & Classical Languages/Cullen Professor of Spanish at the University of St. Thomas/Houston (UST) and rose to Associate Professor of Spanish, Baylor University. Her scholarly work focuses on art and literature by and about women and medical topics.

The premise behind *Insult to Injury: Violence in Spanish, Hispanic American and Latino Art and Literature* focuses on the representation of the visual and literary artistic products of a group of seemingly alike yet divergent societies, with linguistic and cultural ties that reflect those societies' means of control. These representations socialize viewers and/or readers in personal or public situations, establishing ubiquitous hierarchies. The underlying message is that of the necessity to behave according to imposed norms, stated or implied, or suffer those consequences – a convincing leitmotif in works by Spanish, Hispanic American and Latino visual artists and writers in the Spanish language over the ages. (**Dr. Andrist is the current President of the WSSA.**)



Thomas E. Drabek, with the assistance of Ruth A. Drabek.

The Sociology of Disaster: Fictional Explorations of Human Experiences,

New York: Routledge, 2020, pp. 162.

After experimenting with numerous techniques for disseminating our disaster research during the past 55 years, I decided to write nine fictional short stories that illustrate the behavioral and emotional impacts of disaster events and the many ripple effects that follow. Through the techniques of storytelling I illustrate the vulnerabilities and resilience of a diverse cast of characters to enhance the readers understanding of disaster consequence and thereby increase their empathic capacity. Designed for classroom use, each story is followed by an "Analysis" section wherein discussion and research paper topics are recommended. Brief commentary adds further connections to other disasters and relevant research studies.

Hb: 978-0-367-25304-2:\$150.00

Pb: 978-0-367-25306-6:\$44.95

eBook: 978-0-429-28709-1:\$40.46

For more information visit: www.routledge.com/9780367253066

Thomas E. Drabek is a former President of the Western Social Science Association

Members' Publications

Women in Turkey Silent Consensus in the Age of Neoliberalism and Islamic Conservatism



WOMEN IN TURKEY SILENT CONSENSUS IN THE AGE OF NEOLIBERALISM AND ISLAMIC CONSERVATISM

Gamze Çavdar and Yavuz Yaşar

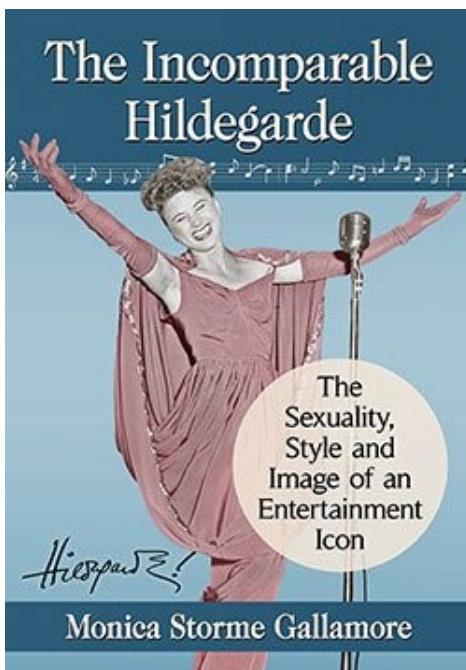


This book provides a socio-economic examination of the status of women in contemporary Turkey, assessing how policies have combined elements of neoliberalism and Islamic conservatism.

Using rich qualitative and quantitative analyses, *Women in Turkey* analyses the policies concerning women in the areas of employment, education and health and the fundamental transformation of the construction of gender since the early 2000s. Comparing this with the situation pre-2000, the authors argue that the reconstruction of gender is part of the reshaping of the state–society relations, the state–business relationship, and the cultural changes that have taken place across the country over the last two decades. Thus, the book situates the Turkish case within the broader context of international development of neoliberalism while paying close attention to its idiosyncrasies.

Adopting a political economy perspective emphasizing the material sources of gender relations, this book will be useful to students and scholars of Middle Eastern politics, political Islam and Gender Studies.

Routledge 2019 London, also available as eBook **Dr. Cavdar is Coordinator of the WSSA Section on Middle East & North Africa**



Monica Storme Gallamore

The Incomparable Hildegard: The Sexuality, Style and Image of an Entertainment Icon

McFarland , 2018

Format: softcover (7 x 10)

The Incomparable Hildegard (1906–2005) lived a life of glamour and excitement. She began her career as a pianist in Milwaukee's silent movie theaters, which led to the Vaudeville stage. By the 1930s, she was singing in the cabarets of Paris and London, rubbing elbows with royalty, White Russians, and Josephine Baker. Returning to the U.S., she became the darling of the New York City supper club scene. Her name and style became synonymous with high-class entertainment at venues like the Persian Room at the Plaza Hotel. She started fashion trends, had her own signature Revlon nail and lip color, and was the first to have hits with many standards of the World War II era.

Link: <https://mcfarlandbooks.com/newly-published-the-incomparable-hildegard/?fbclid=IwAR2LW7sWjv3wErje7-TUCRKJH3InNqzGismKFLt5jT5JDeC6zakjkSn97U>

pISBN: 978-1-4766-6770-6

eISBN: 978-1-4766-3073-1

Dr. Gallamore is a member of the WSSA's Executive Board and Coordinator of the History Section.

WATER, WATER EVERYWHERE

By Debra D. Andrist
Sam Houston State University

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.

² LOTE is the acronym for languages-other-than-English.

Pet Peeve

“Profits Don’t Add to Costs”

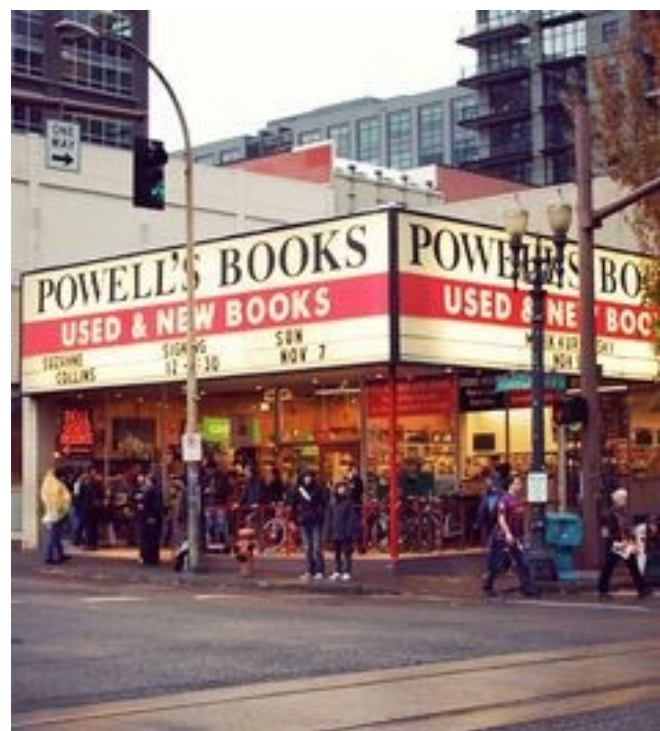
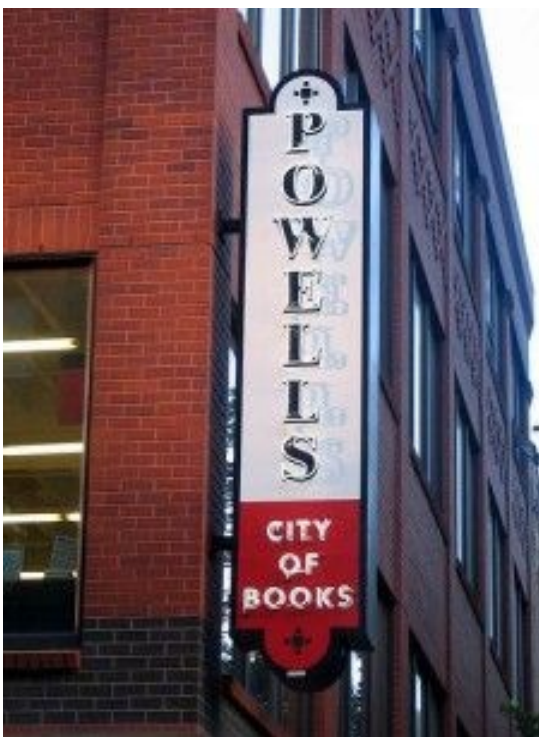
by Chris Erickson

New Mexico State University

My pet peeve is the confusing of profits and costs. One of the items that many argue is that the provision of goods and services by private companies are more costly than the provision of the same resources by government because private companies require profits and governments do not. These profits, the argument goes, add to the costs borne by consumers. One often hears this in the context of health care. Among the arguments often cited, for example, in favor of a single-payer “Medicare-for-all” government program is to eliminate the profits required by private health care providers.

Arguments, such as the above, miss the true nature of profits. Profits are generated not by simply passing costs on to consumers by the efficient provision of goods and services. Private businesses generate profits either by reducing costs below that of their competitors, or by providing a superior product for which consumers are willing to pay a premium. Profits cannot be generated simply by increasing prices.

This applies even to monopolies, in which the producer faces little competition. To generate profits, the monopolist must produce a product for which consumers are willing to pay and must do so at the least cost possible to generate the most profits. In any case, most monopolies are fleeting. The lure of high profits attracts competitors and the profits enjoyed by the temporary monopolist are dissipated by competition. In fact, profits are critical to the dynamics of a market economy, serving as a signal as to where to allocate scarce resources.





Registration prices

Pre-registration, at the **discounted rate** was available through January 7, 2020.

- \$160 for regular registrants
- \$95 for students, (full-time students, only)
- \$120 for retirees (for persons no longer employed in their fields)
- \$40 for non-participating guests (family or friends) of presenters already registered
- \$30 for President's luncheon ticket

Pre-registration, at the **standard rate**, is available from January 8, 2020, through March 17, 2020.

- \$200 for regular registrants
- \$125 for students, (full-time students, only)
- \$140 for retirees (for persons no longer employed in their fields)
- \$50 for non-participating guests (family or friends) of presenters already registered
- \$45 for President's Luncheon ticket

There will be no registration available March 18 through March 31, 2020.

On-Site Registration will begin at 3:00pm on Wednesday, April 19.

- \$220 for regular registrants
- \$145 for students, (full-time students, only)
- \$160 for retirees (for persons no longer employed in their fields)
- \$70 for non-participating guests (family or friends) of presenters already registered

Due to limited seating, **President's Luncheon tickets** will only be sold during preregistration. - they will not be available on-site.

WSSA Conference Refund Policy

Requests for refunds of conference registration must be made in writing, to the Conference Manager, at WSSA.Admin@nau.edu.

- Requests made by March 9 will receive approximately 90% of the amount originally paid (amount paid, minus the amount that the credit card companies will charge us to make the refund).
 - Requests made by March 11 will receive approximately 80% of the amount originally paid (amount paid, minus both the amount that the credit card companies charged us for the original transaction plus the amount they will charge us to make the refund).
 - Requests made by March 18 will receive approximately 75% of the amount originally paid.
- No refunds will be made after March 18.



Western Social Science Association

Registration for Conference: April 1-4, 2020
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Portland Marriott Downtown Waterfront
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Your name badge, registration confirmation, and receipt will be based on the information you provide here.

For online hotel registration, go to www.wssaweb.com/conference-hotel-and-city-information.html

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Email address: _____

Your 2020 WSSA **conference registration will include membership** from 04/01/2020 to 03/31/2021, at no extra charge.

- Pre-registration must be done online by January 7, 2020, or the paper form received, in hand, by the Conference Manager by the same date, to receive the discounted rates shown below.
- Standard registration rates will apply after those dates, until on-site registration, which will require an additional \$50 fee to cover the additional expenses of on-site registration workers & equipment.
- Paper pre-registrations will not be accepted after March 17; online registration will be closed after March 17.
- Onsite registration will begin at 3:00pm on April 1.
- Cancelled registrations cannot be refunded after March 18. See our Refund Policy on our website.

To pre-register **on-line** for the 2019 conference, please go to www.WSSAweb.com and look under the "Conferences" tab

Conference pre-registration rates:

- \$210 individual members /\$260 if paid on-site
- \$135 student member (full-time students, only) /\$185 if paid on-site Student ID required at registration desk
- \$150 retired member (not employed full-time in field)/\$200 if paid on-site
- \$60 your spouse/partner/guest (who is not a presenter, moderator, or discussant) /\$110 if paid on-site

Name of guest, *As it should appear on nametag*: _____

Event tickets:

- \$45 each ticket, President's Luncheon & Awards Ceremony, on Friday, April 3, 2020 **NO Tickets will be sold on-site**

of tickets _____ Total amount for tickets \$ _____

Mail form with check or money order to:

WSSA Conference Manager, 7350 Jefferson Hwy., Ste. 485-158, Baton Rouge, LA 70806

There will be a printable version of the conference program available on the WSSA website prior to the conference, and a mobile program app, for smartphones and tablets, available at the conference.

IF and only if

you would also like to receive a printed copy when you pick up your namebadge, check this box

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