



# WSSA NEWS

Volume 50, Issue 3

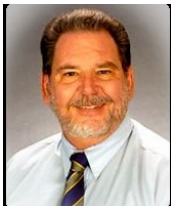
Winter 2019



## Election Results

### for 2019-2020

by Larry Gould  
Executive Director, WSSA



In the past, the WSSA has held its annual election for officers and council members in January, but we have that this did not give the winners enough time to plan for the Spring Conference. Therefore, Council decided to try changing the voting period to an October time frame, and leave the voting open for three weeks, for this past election. This new timing seems to have worked well, as we had a much higher percentage of the membership voting this year than is usual. The voting results were very close, and those candidates who did not win a position are strongly encouraged to run again for office. (Quite often it takes a couple of times on the ballot to win.)

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## Featured Article

### Who is/are a/the Latinx ?

(lah-TEEN-x)

by Debra D. Andrist  
Sam Houston State University



As a professor of Spanish, who teaches cultural and literary courses *in* Spanish rather than teaching for the acquisition of standard Spanish language *per se*, I am frequently asked by students, whether they are academically-categorized as native speakers, heritage speakers or language-learners at whatever level, what they should *call* themselves? My answer is invariably that, if you want/need some kind of a label, just be sure that you choose it yourself--and be prepared to explain (if not justify) your choice. I include as footnotes to

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## Featured Article

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this essay both my own definitions of certain categories for differentiation purposes to the students and those definitions cited from other popular culture sources as explanatory for the readers of this essay.

In fall 2016, quite a number of self-identifying, so-called, *Hispanic*<sup>1</sup> students, whether bilingual/bicultural or not, at least at my university, began to prefer the term, *Latinx*<sup>2</sup>, to the immediately-preceding, *Latino*<sup>3</sup>, which had broadened the reference and reflected the changed immigration demographics in the U.S., which had replaced the more political and geographically-limited, 60's consciousness-raising term, *Chicano*<sup>4</sup>, which had replaced the even earlier and much more specific, *Mexican American* or *mexicanoamericano/a* or even *Mexican* or *mexicano/a*. All eight previous terms are more generation and social milieu-based identifiers, usually by personal preference, than necessarily accurately descriptive or dependable in general.

About the same time as I noted the terminology change in the South East Texas Piney Woods, the *HuffPost Latino Voices* posted a related article on-line, which addressed the question the title of this essay poses, as well as highlighting the controversies that the term, *Latinx*, incite both within, and from outside, the constituencies of the so-called categories. Rather than repeat what is available on that site, I cite the URL: [https://www.huffingtonpost.com/entry/why-people-are-using-the-term-latinx\\_us\\_57753328e4b0cc0fa136a159](https://www.huffingtonpost.com/entry/why-people-are-using-the-term-latinx_us_57753328e4b0cc0fa136a159). The U.S. Government "official" terms and the Census Bureau sample sets as of 1970 have attempted to clarify and standardize usage but have been fairly unsuccessfully overall.

As a long-time activist on a number of cultural/ethnic/gender issues and an academic particularly interested in social-change movements, I am very familiar with the necessity of some rather dramatic

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<sup>1</sup> "*Hispanic*" refers more to linguistic & cultural origins, frequently via the last name, and however long-ago, at least partially of Spanish descent (Spain), who may, or may not, actually speak the language; may both be from Spain or from, or descended from, those born in the Americas which were conquered by the Spanish (Spain).

"*Hispanic American*" refers to the same linguistic & cultural descent but does NOT include those actually from Spain, only emphasizes those who are, or are descended from, those born in the Americas which were conquered by the Spanish (Spain).

"*Latin American*" refers to those whose linguistic & cultural descent has to do with the Latin-based languages and/or cultures: Spanish, Portuguese, French, Italian or Romanian AND who are from, or descended from, those same who were born or live in the Americas.

<sup>2</sup> According to the popular culture web source, Wikipedia, *Latinx* is a gender-neutral term sometimes used in lieu of *Latino* or *Latina*. The plural is *Latinxs*. The -x replaces the standard -o and -a endings in Spanish, Portuguese and related languages, which form nouns of the masculine and feminine genders, respectively. The term is a politicized neologism that has gained traction among advocacy groups intersectionally combining the identity politics of race and gender. Other forms such as "*Latin@*" and "*Latine*" are also used.

<sup>3</sup> Continuing with Wikipedia: *Latino* is a term often used in the U.S. to refer to people with cultural ties to Latin America, in contrast to *Hispanic*, which is a demonym that includes Spaniards and other speakers of the Spanish language-but *Latino* as a category used in the United States may be understood as a shorthand for the Spanish word *latinoamericano* (Latin American in English) or the Portuguese phrase, *latino americano*, thus excluding speakers of Spanish or Portuguese from Europe. Both *Hispanic* and *Latino* are generally used to denote people living in the United States, so much so that "Outside the United States, we don't speak of Latinos; we speak of Mexicans, Colombians, Peruvians, and so forth." In Latin America, the term *latino* is not a common endonym and its usage in Spanish as a demonym is restricted to the Latin American-descended population of the United States.

Wikipedia: *Chicano* or *Chicana* is a chosen identity of some Mexican Americans in the United States. The term, *Chicano*, is sometimes used interchangeably with *Mexican-American*. Both names are chosen identities within the Mexican-American community in the United States; however, these terms have a wide range of meanings in various parts of the Southwest. The term became widely used during the Chicano Movement by Mexican Americans to express pride in a shared cultural, ethnic and community identity.

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# Viewing the Journal

Membership in the Western Social Science Association includes a subscription to *The Social Science Journal*. Members have always received their printed copy of the *Journal* at the address they gave when registering for the conference or paying annual dues.

Members will continue to receive their printed copies, as usual. However, our publisher, Elsevier, gives members another option.

Members can log into Elsevier's website and view *The Social Science Journal* for free, using their Western Social Science Association member ID number.

Now you can read the *Journal* on your laptop, tablet, or smart phone, wherever you are.

Your member ID number is the registration ID number that was on your online receipt when you preregistered for the last conference.

For those who register on-site, a member ID number will be assigned at the registration desk.

Membership years begin on April 1 of each calendar year and end on March 31 of the following year.

# WSSA NEWS

**2018 - 2019**

## **PRESIDENT**

**Christopher Brown**  
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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 as the Rocky Mountain Social Science Association, WSSA now 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 newsletters. WSSA annual membership dues are included in the annual conference registration. 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](mailto: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](mailto:WSSA.Admin@nau.edu).  
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## Election Results

(Continued from page 1)



**Mary Jo Tippeconic Fox** won the race for President-Elect.

For Vice-President/Secretary, **Diane Calloway-Graham** was returned to office.



**Chris Erickson, Guadalupe Correa, and William Pederson** were elected to three-year terms on the Council.



All new Council officers and members will begin their terms at the end of the President's Reception, on Saturday night, at the 2019 conference.

As mandated by the WSSA Constitution, this year's President, **Christopher Brown**, will become the Immediate-Past-President for the next WSSA year (April 1, 2019 through March 31, 2020), and this year's President-Elect/Program Coordinator,



**Debra D. Andrist**,



will become the President.



**Barbara Bonnekesen**, this year's Immediate-Past-President will finish her term at the end of the President's Reception.

Also leaving the Council, when their three-year terms expire at the end of the April 2019 conference, will be **Moises Diaz, Mark Melichar, and William Schaniel**.



Dr. 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 Com-

mittee, 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 winning candidates, they are repeated below.

### **President-Elect/Program Chair : Mary Jo Tippeconic Fox**

Dr. Fox is Comanche/Cherokee and an enrolled member of the Comanche Nation of Oklahoma. She is a Research Professor of American Indian Studies (AIS), and affiliate faculty in Gender and Women's Studies at the University of Arizona (UA). At the UA, she is the former Head of American Indian Studies, Associate Head of AIS, Assistant Vice-President for Minority Affairs, and Associate to the President for American Indian Affairs. Her scholarly activities are focused on historical and contemporary Native American women's issues, the field of American Indian Studies, and American Indian education with an emphasis on higher education. Dr. Fox co-edited, *Serving Native American Students in Higher Education*, and she has numerous published book chapters and journal articles. She is currently co-editing two books, *American Indian Studies Ph.D. Students Telling Their Stories* and *On Indian Ground, The Southwest*. Dr. Fox has extensive experience working with Native and non-Native communities and professional organizations throughout the United States, including serving on the Executive Boards of the National Indian Education Association (NIEA) and the Western Social Science Association (WSSA). She has been active in WSSA for the past 17 years, including two terms on the Executive Board, two terms as Section Head of American Indian Studies, and as Associate Editor for the *Social Science Journal*. B.S. Oklahoma State University; M.A.T. University of New Mexico, Ph.D. University of Arizona

### **Vice-President/Secretary : Diane Calloway-Graham, Ph.D.,**

Professor of Social Work at Utah State University. I have been with Utah State University since 1990. I attended my first WSSA conference in April 1991 and presented in the Women's Studies Section. This is where my journey and association with the WSSA begin. I became the Women Studies Section Chair for the 1993 conference and have served in that capacity for many years. I served on the Executive

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## Featured Article

*(Continued from page 2)*

“consciousness-raising” event(s) or rallying point(s) to call attention to the cause and/or “rock the comfortable status quo boat” in order to incite change, particularly for those (not necessarily, minority, in terms of actual numbers) populations historically marginalized, discriminated against and/or underserved. Never to denigrate the use of any such terms as this essay includes, or their purposes, or terms like them in other contexts and/or categories, I recognize them as providing linguistic rallying points which both raise consciousness anew and offer renewed group identifiers. Thus, I reiterate my aforementioned answer to students seeking same: if you want some kind of a label, just be sure that you choose it yourself--and be prepared to explain (if not justify) your choice.

However, there does come a time to adapt the mainstream, especially academic, to so-called “new” terminology for a variety of reasons! For example, in 2013, when I became section coordinator for what was then simply the Chicano Studies section of WSSA, it became obvious from the limited number of submissions, as well as anecdotal evidence, that “Chicano” had become a term generally understood to be limited to Mexican American, politically-charged topics, most characteristic of the 60s and 70s Atzlán, etc., movements, in the United States. As a result, the WSSA Board entertained a discussion of—and then approved--a proposed, more inclusive, section title change to Chicano/Latino/Hispanic Studies for 2014 to the present. Thus, the original social movement emphasis of “Chicano” was preserved for continuing study in the section, yet the section was appropriately opened to multiple ethnic-origin and geographic topics, reflecting the ever-changing demographics, especially in the U.S., by including “Latino.” The even broader and more linguistically-based “Hispanic,” has even encouraged presentations linked to the “madre patria,” or Spanish topics, as from Spain, yet does not exclude the other linguistic (indigenous and/or immigrants from elsewhere) aspects of Latin America, however we define same.

While we’ll most probably not change “Chicano” to “Chicanx,” or “Hispano” to “Hispanx,” in the foreseeable future (Hispanic is never interpretable by gender in English, even though hispano/a or hispánico/a are in the Spanish language), we may need/want to entertain substituting “Latinx” for “Latino” at some point--but certainly not Latino/Latinx, as titles can get too long for convenience and, more importantly, get bogged down in minutia.

Even so, never say never . . .

## **Submissions to WSSA News:**

The WSSA News accepts proposals for articles of general interest from members, including students, faculty, researchers, and public agency employees.

The articles should be written from a social science perspective, on topics that should be of interest to social scientists in other disciplines, who are well-educated but not necessarily very familiar with the writer's discipline. They should NOT be anything that would appear in a peer-reviewed journal - they need to be much more reader-friendly, even humorous, if the writer is so inclined.

Potential authors should write about something that just 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 preferably would not include footnotes or bibliographies.

Cartoons and other alternate forms of visual communication may also be submitted, and illustrations for the articles are welcome.

# Election Results

(Continued from page 4)

Council, President-Elect for the Las Vegas conference, President, and Immediate Past President. I have served on numerous committees throughout the years and co-authored the Western Social Science Association: A History 1958-2008. I developed the Social Work Section and chaired that for several years and now co-chair it with my colleagues. I love serving with my colleagues in one of the best professional associations. I am currently serving as the Vice-President and am happy to continue to support the WSSA in any way I can. B.S. Weber State University; M.S.W. University of Utah, Ph.D. University of Utah

## **for Executive Council Members**

### **Christopher Erickson, Ph.D.**

Professor of Economics, New Mexico State University

Dr. Erickson is currently Interim Department Head of Economics, Applied Statistics & International Business. He teaches an undergraduate course on Latin American economic development and also a variety of graduate courses in NMSU's Doctor of Economic Development program. His primary teaching interest lies in the area of Money and Banking, but he also frequently teaches macro and micro theory. His research includes U.S.-Mexico border issues, the New Mexico economy, and the role of finance in economic development. He has been a member of the WSSA-affiliated Association of Borderland Studies since 1988. He is currently the WSSA Section Coordinator for Economics: General. On the side, Chris writes a column on economics that appears weekly in the Las Cruces Bulletin newspaper. B.A. Willamette University, Ph.D. Arizona State University.

### **Guadalupe Correa-Cabrera, Ph.D.**

Associate Professor at the Schar School of Policy and Government, George Mason University

Her areas of expertise are Mexico-US relations, organized crime, immigration, border security, and human trafficking. Her newest book is titled *Los Zetas Inc.: Criminal Corporations, Energy, and Civil War in Mexico* (University of Texas Press, 2017; Spanish version: Planeta, 2018). She was recently the Principal Investigator of a research grant to study organized crime and trafficking in persons in Central America and along Mexico's eastern migration routes, supported by the Department of State's Office to Monitor and Combat Trafficking in Persons. She is now working

on a new book project that analyzes the main political, cultural, and ideological aspects of Mexican irregular immigration in the United States and US immigration policy entitled "Illegal Aliens": The Human Problem of Mexican Undocumented Migration. At the same time, she is co-editing a volume titled *North American Borders in Comparative Perspective: Re-Bordering Canada, The United States of America and Mexico in the 21st Century* (in contract with University of Arizona Press, forthcoming Spring 2020). Dr. Correa-Cabrera is Past President of the Association for Borderlands Studies (ABS). She is also Global Fellow at the Woodrow Wilson International Center for Scholars and Non-resident Scholar at the Baker Institute's Mexico Center (Rice University).

### **William (Bill) Pederson, MSW**

Social Work Program Coordinator, Northern Arizona University, Yuma

Mr. Pederson has an extensive practice background working with children, youth, and families in the areas of mental health, substance abuse, crisis intervention, and emergency room social work. Mr. Pederson is passionate about human rights and social and economic justice issues along the US Mexico border. He developed the very first and only accredited social work program in the United States that focuses on US Mexico border issues and populations. Bill was a founding Social Work Section Co-Coordinator for the Western Social Science Association where he has presented multiple papers on US Mexico border social work. Mr. Pederson served on the CSWE Board of Directors. He was the National Association of Social Workers - Arizona Chapter, Social Worker of the Year in 2007. He was the NAU Yuma Teacher of the Year in 2006 and 2012, and an NAU Educator of Influence in 2007 and 2011. B.A. Eastern Washington University, MSW University of Southern California, ABD University of Southern California.

# “What I Wish My Professor Told Me”

Below are the thoughts of students at different stages of their academic careers from sophomores at a community college to a graduate student. They all wrote about things that inspired them, disappointed them, or taught them the most.

*edited by Monica Gallamore  
Collin College*

Celeste Williams, Senior

The University of Texas at Austin

As a senior in college, I could come up with a multitude of things I wish one of my professors had told me. Perhaps how to properly study for an exam. How to write an essay worthy of an A. Learning how to go about making connections essential for my career would have been nice too. But even then, I don't think that's what I truly wish. Instead, I would have greatly appreciated if one, just one professor would have told me that everything is going to be okay. I wish they would have looked at me straight in the eyes and said those words almost no one says in college, and not one just to lift my spirits for a short period of time. I'm talking about a sincere and meaningful it's going to be okay. College is extremely difficult, and as someone suffering from anxiety, hearing those words from someone I look up to and respect would have meant the world. As college students, we'll eventually learn how to perform better on exams and how to write a beautifully cited research paper. But at such a stressful and unknown time of our lives, we just aren't thinking that things are going to turn out okay in the future, we are thinking in the present and quite incapable of not letting things wear on our minds. So, maybe I missed my chance to be told those precious words, but don't let other students go on any longer, let them know that yes, everything is going to be okay.

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Helen A. Salkeld, (2<sup>nd</sup> Year M.A.)

University of Central Oklahoma

For the first few months of my graduate program, I thought I was going crazy. Out of nowhere, I questioned every decision I made. Every sentence I wrote was pedestrian; every abstract outlined a failed idea. I developed a terrible habit of comparing myself to my peers and wondering what my department saw in me. I allowed myself to believe that I did not belong in my program because I lacked the intelligence of one peer and the productivity of

another. I felt completely lost. I thought I was the only person in the world that felt this way. That is, until I learned about imposter syndrome. After talking with others, I realized everyone questions themselves sometimes – even people I looked up to! Before I began my program, no one ever told me about imposter syndrome, but perhaps if everyone knew about it, there would be no more graduate students. There was no “eureka” moment that cured my imposter syndrome; I sometimes still wonder what I'm doing here, but it's getting better. Instead of brow-beating myself for not doing things as fast or as well as others, I take comfort in knowing I'm doing things at my pace. I deserve to get educated so that I might educate others later.

-----  
Kali A. Brown, Sophomore & Peyton M. Carrington,  
Sophomore, Collin College - Frisco

The ability to speak with passion and conviction is proven to serve as an influential attribute, and the ability to teach with such characteristics is the foundation in changing lives. We have found that the passion, personalization, and real-world connection a professor provides to their subject allows us to be more engaging, receptive, and it increases our drive to work harder. When our professor demonstrates how their subject has impacted their lives, beyond providing a job, we understand the material with a new perspective. This is exceptionally true in regard to mandatory core classes, most of which we recently completed in high school, so the information often becomes boring and redundant. Furthermore, when a professor explains how the material has an effect on everyday life, we are able to see the real value of the subject which allows us to become more interested and appreciative. In turn, we strive to mirror the consideration put forth by our professor in our work. We have also found when our professor exemplifies genuine care for us and our peers, it has greatly influenced our scholastic pathway, and it allows for our professor to provide knowledge and advice that will resonate with us long after the course has come to an end.

# International Sociological Association Research Committee 28 2019 Summer Meeting



**Social  
Stratification**

We are pleased to announce that the International Sociological Association's Research Committee 28 2019 Summer Meeting will take place at Princeton University, August 15-17, 2019.

RC28 invites all scholars working in the field of social stratification and social mobility to contribute to its Summer 2019 Meeting.

The theme for this year's conference is Social Inequality and Social Mobility in Comparative Perspective. Papers on this theme are particularly welcome. The conference will also feature regular sessions on all fields of stratification research (e.g. on intergenerational mobility, education, labor markets, gender, family, migration and ethnicity, economic inequality, poverty, life courses, health and well-being, political sociology, methodology); contributions relevant to the broad research agenda of the RC28 are also welcome. All scholars working in the field of social stratification and social mobility are invited to contribute papers for submission.

The deadline for submission is Friday, March 1, 2019. Acceptance is limited, so we encourage you to submit your extended abstract or full paper as soon as possible. Authors will be informed about the committee decision by May 1, 2019.

For conference information and submission instructions, please visit <https://rc28.princeton.edu>.

The Research Committee in Social Stratification and Mobility (the RC28) will be holding its biannual meeting in August 15 – 17, 2019 on the campus of Princeton University. The theme of the conference will be “Social Inequality and Social Mobility in Comparative Perspective.” The RC28 meeting draws attendance from scholars around the world. It has a well-earned reputation as a forum for the presentation of high quality sociological research on social inequality, with a particular emphasis on comparative research.

**Through the generosity of the William T. Grant Foundation**, we will award ten \$1000 travel grants to graduate students of color who are currently enrolled in PhD programs in American universities so that they can attend the 2019 Summer RC28 Meeting at Princeton University. The award is intended for students who are interested in the topic of social inequality and who may be interested in pursuing research on social inequality during their Ph.D. studies. We expect most of the applicants will be enrolled in Ph.D. programs in sociology, but we welcome applications from graduate students who are interested in inequality research from the other social science disciplines as well. We will require that applicants have an undergraduate degree from an American college or university to be eligible to apply for one of these awards. While there is no expectation that the awardees present their research at the meeting, we would welcome presentations by the applicants to the WT Grant Travel Award Program. Such applicants must contemporaneously submit a paper proposal.

Please see our website for more information on paper submission, here: <https://rc28.princeton.edu/>

Applications for the WT Grant Travel Award Programs can be found here: <https://rc28.princeton.edu/wtgrant>





# WSSA Give Back: The Jacob & Cushman San Diego Food Bank

by Diane Calloway-Graham.  
Utah State University  
WSSA Vice-President/Secretary



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. Recently, I had the pleasure of meeting with Shelly Parks, LCSW, Director of Programs at the San Diego Food Bank. She is very passionate about her work at the Food Bank. The food bank has been serving San Diego County since 1977. Their motto is *Fighting Hunger Feeding Hope*. The Food Bank serves 370,000 people per month through a network of 400 nonprofit partners including: soup kitchens, shelters, group homes, food pantries, low-income day care centers, senior centers, faith-based organizations and Title 1 schools. The combination of the Food Bank's own direct food distributions and their partnerships with the nonprofit community enables them to reach communities throughout San Diego. As program director, Shelly excels at assisting these nonprofit partners to



increase capacity, operate impactful food programs, and maintain compliance with federal, state, and local policies. During the conference please look for the Give Back beneficiary, the San Diego Food Bank, and take the opportunity to donate generously to a great cause that benefits so many. One hundred percent (100%) of all donations go to the San Diego Food Bank and are tax deductible.

Look for the Jacobs & Cushman SAN DIEGO FOOD BANK at the conference.

## Future Conferences

**2020 Portland, Oregon** -- Portland Marriot Downtown Waterfront -- April 1 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 -- April 3, 2024 through April 6, 2024

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

# Non-Tenure Track Faculty and WSSA



by *Steve Mumme*  
member of the WSSA Executive Committee,  
Professor of Political Science at Colorado State University,  
Co-President of the American Association of University Professors' Colorado Conference.

As most readers of this newsletter are aware, the fate of faculty off the tenure track is now a matter of national concern. Nationally, as many as two-thirds of all courses taught at American colleges and universities are led by adjunct instructors, many whom shoulder full-time course loads and instructional burdens exceeding those of tenured colleagues.

The plight of so-called 'freeway flyers', professors teaching at multiple institutions within a region to make ends meet, is now a notorious yet institutionalized fact of academic life affecting the instructional climate at many universities across the country. Though these faculty typically have advanced degrees and acknowledged scholarly expertise, they often lack scholarship supporting resources and institutional opportunities for professional development typical of their tenured colleagues.

The Western Social Science Association, to its great credit, has since its inception distinguished itself as a professional association that is open and accessible to professional colleagues in NTTF ranks. Its conference registration-membership fees come in well below those typically charged by disciplinary associations. Its organized sections are inviting and solicitous of work by interested scholars irrespective of institutional affiliation, be they graduate students, community college faculty, adjunct professors, independent scholars, or tenured and tenure-track faculty at four-year colleges and universities. With 34 organized disciplinary and inter-disciplinary sections WSSA accommodates a wide range of scholarly interests and provides considerable one stop-shopping value for NTTF's seeking to maximize the value of their investment in networking and access to a wide range of professional expertise at the annual meetings.



**Manchester Grand Hyatt, San Diego – our conference hotel**



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- 18 undergraduate hours in Spanish (minimum)
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- 1 writing sample in Spanish, preferably from an upper-level Spanish course or similar professional text (1000 words minimum)
- 2 letters of recommendation

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Sam Houston State University  
Huntsville, Texas, USA

<https://www.shsu.edu/academics/foreign-languages/profiles/feu-lopez>



# Latin American Academic mobility. Its expression at WSSA's Latin American Studies Section



by Jesús Ruiz Flores<sup>1</sup> and



Sergio L. Sandoval-Aragón<sup>2</sup>,  
Universidad de Guadalajara,



and Fernando P. Viacava-Breiding<sup>3</sup>,  
Instituto Tecnológico Nacional de México, Campus Morelia

According to Hans de Wit (2016) Latin America mobility is very elitist: covers only one percent of students and academics while in Europe it is more than 20 percent. In México, participation in national and international networks with other research groups is one of the elements -besides Friendly relations between members and improvement in the training of the teaching staff- that stand to promote the consolidation of CA's (Cuerpos Académicos). In the case of the Centro Universitario de la Ciénega - Universidad de Guadalajara, 18 out of 493 (3.6%) professors had international mobility.

## Latin American Studies Section (LASS) and UDG-CA-562, as Internationalization Enhancers

Partial results of a survey conducted by Jesus Ruiz-Flores (2016) shows that of 21 CA's existing at the Centro Universitario de la Ciénega /Universidad de Guadalajara, only 10 develop internationalization activities. The main activities reported are: stays, publication of books, research, publication of articles and participations in conferences. Five of them contributed to the "Development of the international profile of students". Five equally reported to have contributed to the "Strengthening the internationalization of the curriculum".

The three areas in which CA's consider internationalization brings more benefits are: 1) "Increasing the prestige / international profile of the institution" (79%); 2) "Strengthening research and knowledge production" (75%); 3) "Improving academic quality of educational programs" (69%).

The Latin American Studies Section at WSSA since 2000, established in 2012 the purpose to become a meeting space for professionals from Latin America, the United States and other latitudes to strengthen the dissemination and discussion in the United States of studies on Latin

<sup>1</sup> Director of the Centro de Estudios Sociales y Regionales, Universidad de Guadalajara. Latin American Studies Section Coordinator at WSSA.

<sup>2</sup> Head of the Departamento de Política y Sociedad, Universidad de Guadalajara. WSSA's Active member.

<sup>3</sup> Professor of Finance at the Tecnológico Nacional de México, Campus Morelia. Latin American Studies Section Co-coordinator at WSSA.

<sup>4</sup> At Panel de expertos *Desafíos de la Educación Superior en un contexto de Internacionalización* (Guadalajara, México. May, 2016)

<sup>5</sup> Small research community that produces and applies knowledge by developing one or several common lines of research (López-Leyva, 2010), promoted by the Ministry of Education.



## The Editors Speak



by Krista Lynne Minnotte and Daphne Pedersen, University of North Dakota

We are delighted to be serving as co-editors of *The Social Science Journal*. As scholars who publish interdisciplinary work, we are pleased to be editing a journal with a broad, social science audience. Below are some of the most common questions we are asked about editing the journal.

**What happens when I submit my work?** When you submit an article to *The Social Science Journal*, it is first assigned to one of the co-editors to manage. That person will provide a first look through the paper to determine whether it is suited for the journal and is likely to make it through the peer review process. If your article gets the green light, a request is made to several potential reviewers, asking whether they will consider providing feedback. Reviewers are given about a month to respond with their comments, and once all reviews are received, an editorial decision is made. We aim for at least three reviews per article, and a decision to authors within two months.

**What sort of manuscripts get published in the journal?** Articles that are good candidates for *The Social Science Journal* meet three criteria. First, they are written to appeal to a wide audience of social science scholars. Second, they are methodologically sound. Finally, they are clearly organized and persuasively written. We welcome qualitative and quantitative work, theoretical pieces, and review essays. The journal also includes a section for book reviews.

**What makes this journal unique?** *The Social Science Journal* is one of just a few peer-reviewed journals in the social sciences. Authors from across the globe submit their work to the journal. In addition to representing works from a number of disciplinary fields, the journal has a good impact factor (currently 1.00), meaning that it attracts the attention of a number of scholars.

We would love to receive your paper for consideration in the journal. Given the high number of submissions the journal receives – about 700 per year – we are also always looking for peer reviewers. If you have questions about the submission process, or if you would like to serve as a reviewer, please reach out to us.

## Introductions from the Book Review Editor

by Chelsea Schelly, Michigan Technological University

Hi! I've been serving as the book review editor for *Social Science Journal* since April, 2015. The position for me is extremely rewarding, and quite serendipitous – my first publication as a burgeoning scholar as a book review published in *SSJ*, which I submitted and published while serving as the journal manager for the journal, while it was housed at Colorado State University (under the editorship of N. Prabha Unnithan) and while I was there earning my MS in Sociology. I am very honored to be by the full circle that has brought me back to *SSJ* as the editor of book reviews.



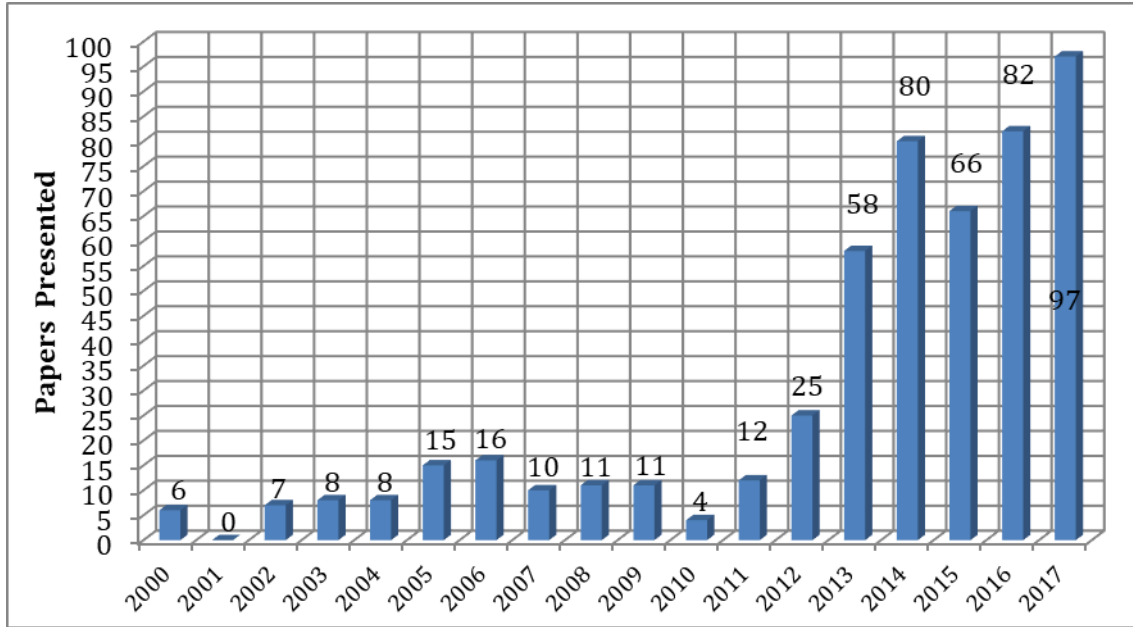
Writing a book review for *SSJ* is fun, and easy, and a great way to stay up to date with current scholarship and for students to enter the world of publishing. I always have a list of books available for review (feel free to email me at [cschelly@mtu.edu](mailto:cschelly@mtu.edu)), and I am always willing to receive recommendations or suggestions of books we should review. The process works like this: the author of the book review gets a free book and commits to reading it and writing a review (typically within a few months of receiving the book). The review (no more than 2-3 pages, with style guidelines provided by me when someone commits to writing a review) is submitted to me via email. I read all reviews carefully and almost always ask for revisions, mostly providing requests for clarity or grammatical and editorial suggestions. Accepted reviews are then sent to the publisher to proceed through the publication process, and reviews typically appear in print about nine months after they've been accepted.

I'm always happy to answer additional questions about writing book reviews or the process of getting them published; I am especially happy to work with students and emerging scholars as they become introduced to the publication process. I hope to hear from you, asking for my current list of books available

..... America on different topics. The Section has gradually become a relevant Section in terms of participation, and has included in its Business Meetings Book Presentations. The publication of papers presented and evaluated ex profeso, as well as the promotion of collaborations between Latin American and North American institutions, and support for the training of young researchers in the framework of our Conferences have allowed to strengthen ties and identity that Latin America region demands for a more autonomous development.

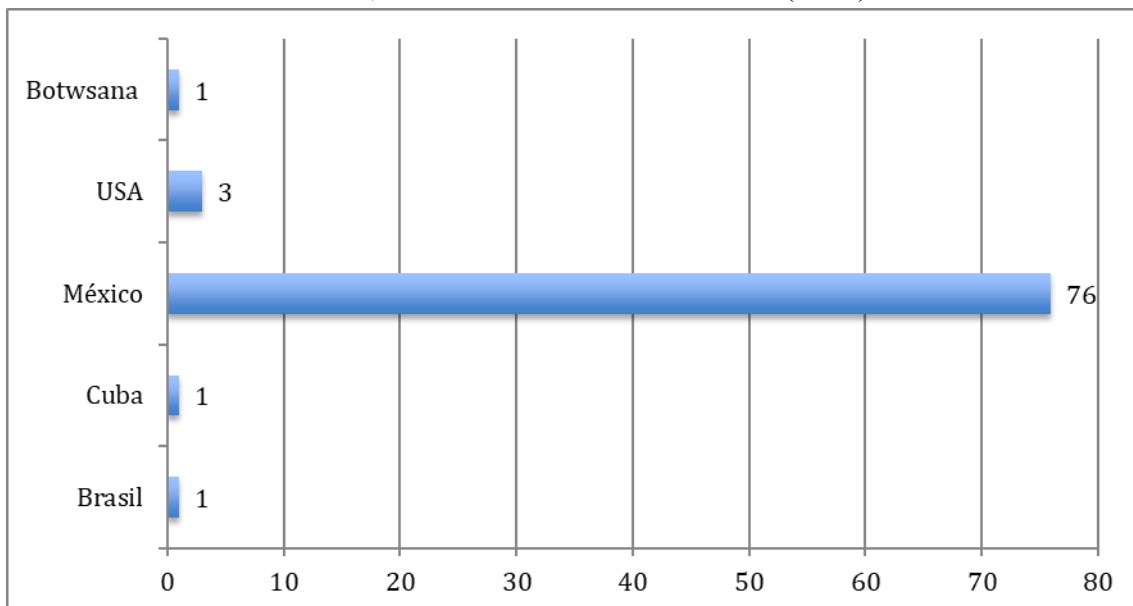
The graph we offer, elaborated from wssaweb.com, shows the positive evolution in participation.

**Figure 1. Latin American Studies Papers Presented at WSSA 2000-2017**



This next, however, shows no good results in terms of diversity as the great concentration of papers coming from Mexico.

**Figure 2. Countries of origin of Papers at the Latin American Studies WSSA, Reno 2016. Source: Own data (2016)**



Certainly in terms of the state origin of the mexican papers presented is diverse: Jalisco, State of México, México City, Puebla, Baja California, Tabasco, Colima, et cetera. But at our Business

(Continued on page 17)



ACSUS 2019 Biennial Conference Call for Proposals  
***Canada: Forces of Inclusion and Exclusion***

November 13-16, 2019  
Hotel Omni Mont-Royal, Montreal, Quebec

The Association for Canadian Studies in the United States (ACSUS) will host its 25<sup>th</sup> biennial conference, November 13-16, 2019, in Montreal, Canada. The conference is open to all proposals with a significant Canadian focus. We welcome papers and panel proposals from graduate students, professors, independent scholars, and practitioners on any aspect of the Canadian experience, including comparative inquiries. ACSUS encourages panels and individual papers addressing relevant subjects that fall within any of the following sections:

- Indigenous Studies
- The North and Arctic Studies
- North American Integration and Border Issues
- Business, Trade and Economics in North America
- Teaching Canada and Education in the Hemisphere
- Foreign Policy and Defense
- International Relations
- Politics and Public Policy
- Law and the Constitution
- Communication and Media Studies
- Gender, Identities and Diversity

**Student Paper Competitions for 2019**

- History
- Literature, Film, Music and the Arts in English
- Literature, Film, Music and the Arts in French
- Quebec Studies and the French Presence in North America
- Cultural Studies
- Philosophy

Disciplinary, multidisciplinary, and interdisciplinary scholarly inquiries dedicated to examining the conference theme of inclusion/exclusion in Canada and Canadian affairs are especially encouraged. In what ways can Canada be regarded as an inclusive society by the international community? What policies has Canada established and pursued over the past 150 years to foster and expand inclusivity? Have there been notable variations over time, across issues and governments, and in Canada's approach toward inclusivity? And how might these be explained? Finally, how is Canada currently positioning itself to embrace inclusivity given the variety of pressing global concerns that exist in the international community?

The conference venue is the Hotel Omni Mont-Royal, located in downtown Montreal on bustling Sherbrooke Street West across from McGill University. For a detailed overview of this property, please see <https://www.omnihotels.com/hotels/montreal-mont-royal>.

Scholars interested in submitting a proposal for the conference should forward an abstract of not more than 300 words (including a working title), along with a current brief vitae (2 pages maximum), to the appropriate section chair(s) listed below no later than April 15, 2019. Paper presenters must be current ACSUS members in good standing, and submissions from graduate students and exceptional undergraduates are warmly welcomed. Confirmations regarding participation at the conference will be sent out to participants by May 15, 2019.

For further information, go to <https://www.acsus.org/blog/acsus-25th-biennial-call-papers-montreal-november-13-16-2019>

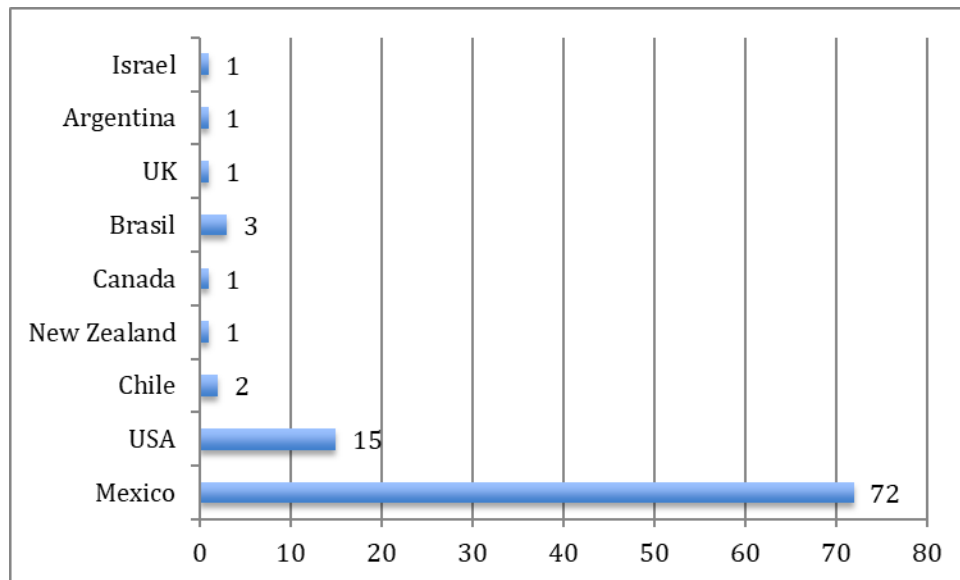
If you have inquiries as to the most appropriate placement, kindly send your questions to the ACSUS conference program chair, Dr. Christopher Kirkey – [canada@plattsburgh.edu](mailto:canada@plattsburgh.edu).



(Continued from page 15)

Meeting during the the Conferences we have stated since 2015 the purpose to increase the interaction with the different Sections and results show this for 2017 in San Francisco.

**Figure 3. Countries of origin of Papers at the Latin American Studies WSSA, San Francisco 2017.** Source: Own data (2017)



San Francisco 2017 shows a participation more diverse, based mainly in the purposed openness of LASS to have “crosslisted sesión”, this is, Latin American Studies proposes to let’s say Women and Gender Studies to have a simultaneous Panel based on sharing thematic, or a Section invites to LASS to share a Panel. That was the case in San Francisco when we participated in the Special Panel “International Views of the First 100 days of the Trump Presidency. Regional perspectives on the impact of the Trump Presidency on short and mid term relations”, which was crosslisted with New Zealand and Australian Studies, and Political Science. An so we had “crosslisted sesión” with Women’s and Gender Studies, the Association for Borderland Studies, Political Science, Chronic Disease and Disabilities

As a conclusion: The knowledge of what motivates CA's and its members towards internationalization and their dynamics of work helps the university authorities to define "the space of possibilities" for achieving the goals that arise through its internationalization policy. This internal knowledge, articulated and expanded with the institutional participation in meetings like the WSSA annual conference, for sure helps to achieve the goals. Researchers know that joining a CA gives them -as Research Group- access to resources, and more certainly if they consolidate as a one of high level.

Even though in the world there is an evident shift to more competition, and albeit the PRODEP’s policy on integration of CA’s falls more in the field of regulation than in the formation of CA’s based on epistemic elements, we believe in “a still strongly cooperative focus.

The promotion of collaborations between Latin American and North American institutions, and support for the training of young researchers within our Conference (about ten attended San Francisco) have allowed us to strengthen ties and Identity that demands Latin America region for a more autonomous development.

# WSSA STUDENT PAPER COMPETITION WINNERS

## Graduate Competition

**Best Graduate Paper:** Amy Ward, University of Southern California, "Tribal Family Healing Court: A Culturally Sensitive Approach to Child Welfare in Tribal Communities".

**Honorable Mention Graduate Paper:** Leah Gillion, Princeton University, "Examining Racial Biases in Educational Institutions through a Political Ideological Lens".

**Honorable Mention Graduate Paper:** Xianlin Jin, University of Kentucky, "Social-Mediated Crisis Communication and Information Dissemination: Social Network Analysis of Hurricane Irma Tweets".

## Undergraduate Competition

**The Best Undergraduate Paper:** Carlos Eduardo Espina, Vassar College, "Make Them Suffer: How the United States has Criminalized and Complicated the Process of Seeking Asylum for Central American Refugees".

**Honorable Mention Undergraduate Paper:** Kimberley Kern & Audra Attaway, Northern Arizona University, Yuma Branch Campus, "Systemic Voter Suppression on the United States-Mexico Border: The Socioeconomic Consequences of Involuntary Political Silence".

## The Association for Institutional Thought

and

## The Association of Evolutionary Economics

### 14<sup>th</sup> Annual Student Scholars Award Competition

**Mr. Artur Botarelli**

UFABC (Universidade Federal do ABC)  
Rationally Silly: the Behavior Of Agents Under Uncertainty and the Role of Institutions

**Mr. Ashish Kumar Sedai**

Department of Economics, Colorado State University  
Revisiting Keynes' Prophecy on Technological Unemployment

**Kevin Conner**

The University of Utah  
Universal Basic Income: A Return to Speenhamland



# Audio/Visual/Wi-Fi Information/Technical Support

## LCD Projectors

During the Conference there will be an LCD projector, screen, and electronic support table in each breakout room. The LCD projectors are equipped to support VGA, Type B USB, Type A USB, and HDMI connections. Each LCD projector will have the cables for VGA, USB, and HDMI connections. We are not able to provide specialty connections that may be specific to individual laptops. You should bring with you any of the specialty connections (Dongles) required by your computer. These devices are most often found on MacBook computers, as well as on smaller laptops.

## USB Thumb Drive Support for Power Point Presentations

If you are considering using a Thumb Drive or similar USB type of drive to make a PowerPoint presentation you must consider the following:

### **Step 1**

**If you want to convert one slide**, scroll through the Microsoft PowerPoint presentation and display the slide that you want to convert to JPG format on your screen.

**If you want to convert all of the slides** to individual JPG files, there is no need to go to any specific slide.



### **Step 2**

Go to "Save As" on the Microsoft PowerPoint main menu. Navigate to the folder where you want to save the new JPG file and type in a name for the file in the "File name" box.

### **Step 3**

Click the arrow next to the "Save as type" dropdown box and find "JPEG File Interchange Format." (Listed on most versions of PPT as JPEG or JPG) Click "Save;" this will bring up another dialog box. This will create a FOLDER with all of the former PPT slide converted to JPG files.

### **Step 4**

Choose "Current Slide Only" if you only want to convert the slide that you selected in step one, or click "Every Slide" if you want to convert the entire presentation. The program will save the file as a JPG file and deposit it on your hard drive or USB portable memory stick.

### **Step 5**

This step is critical for your presentation slides to be displayed in the correct order. You will find, once the presentation folder is created, that there will be a series of jpg files numbered "Slide1.jpg" through however many slides you created in the original PPT file. It is essential that you rename slides 1 through 9 by placing a zero in front of the slide number. For example "Slide1.jpg" should become "Slide01.jpg".

## Wi-Fi Support

All of the hotel properties with which we contract offer Wi-Fi in the guestrooms. The cost of this varies from one hotel to another depending on the contract concessions that we were able to get. Additionally, many of the hotels with which we have contracted offer Wi-Fi in the lobby of the hotel. None of the hotels offer free Wi-Fi in the breakout rooms. If you wish to use Wi-Fi in making your presentation, you should be prepared to pay for individual Wi-Fi connections in the breakout rooms. Otherwise, download your presentation to your computer prior to your presentation.

## Technical Support

To keep the cost of the conference reasonable, rather than contracting with the hotel for LCD projectors, WSSA provides the projectors used at the conference. Since hotel staffs only provide technical support for their own equipment, this means that there will be only limited technical support available during the conference; thus, it is essential that you be familiar with technical issues that may be related to your particular device and software. If you are making a presentation that requires audio, you should be aware that, while our equipment supports audio, it may not be loud enough for people in a large room to hear the sound.

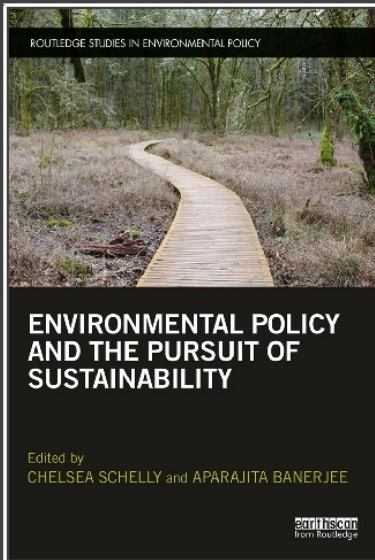
## WSSA 2019 Spotlight on a Local Organization



### *Environmental Health Coalition*

The Environmental Health Coalition (<https://www.environmentalhealth.org>) was officially founded in 1980 as the Coalition Against Cancer. As knowledge increased about the relationship between serious health effects and the chemicals used in homes and workplaces this organization has become a leader in the environmental justice movement. The Environmental Health Coalition is dedicated to achieve environmental and social justice and is a resource for community-based organizations working in the fields of environmental health and justice, social justice, human rights and environmental sustainability. They believe that justice is accomplished by empowered communities acting together to make social change. They organize and advocate to protect public health and the environment threatened by toxic pollution. EHC supports broad efforts that create a just society and fosters a healthy and sustainable quality of life.

The WSSA recognizes organizations like the Environmental Health Coalition that empower people, organize communities, and achieve justice.



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Chapter 4: U.S. Public Lands and a New Administration: New and Old Issues; *John Freemuth*

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Chapter 6: Solid Waste Governance: Consumption and Culture in the Globalization Era; *Beatriz Adriana Venegas Sahagun*

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**Western Social Science Association**  
**Conference Registration – Membership Renewal - for 2019**  
**Conference: April 24 - 27, 2019, in San Diego, CA, USA**  
**Manchester Grand Hyatt**  
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For online hotel registration, go to [www.WSSAweb.com](http://www.WSSAweb.com)

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Your 2019 WSSA **conference registration will include membership** from 04/01/2019 to 03/31/2020. Pre-registration must be done online by January 7, 2019, or received by mail the same date, to receive the discounted rates shown below. Regular registration rates will apply after those dates. Paper pre-registrations will not be accepted after April 10; online registration will be closed after April 10; onsite registration will begin at 3:00pm on April 24. Cancelled registrations cannot be refunded after April 9.

To pre-register **on-line** for the 2019 conference, please go to [www.WSSAweb.com](http://www.WSSAweb.com)

<p><b>Conference pre-registration rates:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> \$160 individual members / \$200 after Jan.7)</li> <li><input type="checkbox"/> \$95 student member (full-time students, only) /\$125 after Jan.7</li> <li><input type="checkbox"/> \$120 retired member (not employed full-time in field)/\$140 after Jan. 7</li> <li><input type="checkbox"/> \$40 spouse/partner/guest (who is not participating)/\$50 after Jan. 7</li> </ul> <p>Name of guest: _____  <i>As it should appear on nametag</i></p> <p><b>Special Events at conference (optional):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> \$30 each ticket, President’s Luncheon &amp; Awards Ceremony , on Friday, April 26, 2019/ \$45 after Jan.7</li> </ul> <p>_____ # of tickets      _____ Total amount for tickets</p>	<p align="center"><b><u>IF paying by money order,</u></b>  <b><u>Total amount enclosed:</u></b></p> <p>\$ _____ for WSSA 2019 conference registration (which includes membership) and/or special events</p> <p><b>For Payment by money order ONLY,</b> mail this form and the order (\$US) for the total amount owed to: Larry A. Gould, WSSA Executive Director, 2307 Chof Trail, Flagstaff, AZ 86005.</p> <p align="center"><b><u>Mailed pre-registration forms must be received by April 10, 2019.</u></b></p>
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**IF** you **know** that you will not be attending the 2019 conference, you may still renew your membership, and retain your voting rights and subscription to the *Social Science Journal* and the *WSSA News*, either on-line at [www.WSSAweb.com](http://www.WSSAweb.com) (after January 15, 2019), or by sending this form and your payment to the address above.

\_\_\_\_\_ \$45 Individual      \$35 Student      \$30 Retired

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School of Economic, Political and Policy Sciences

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Pre-registration, at the **discounted rate** was available through January 7, 2019.

- \$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, 2019, through April 10, 2019.

- \$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

On-Site Registration will begin at 3:00pm on Wednesday, April 24, 2019. *On-site registration carries additional expenses for labor, equipment, and supplies which we believe should not be part of the cost to those who register online. Therefore, on-site registration prices include an additional fee of \$20 to cover the additional expenses. This additional fee will rise each year as the number of on-site registrants drops.*

- \$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
- Luncheon tickets are only available during preregistration, due to limited seating.

There will be no registration activity between midnight CDT on April 10, 2019, and 3:00pm PDT on April 24, when **On-Site Registration** opens at the conference site.

- Please note that the **President's Luncheon has limited seating**, so tickets for it can only be booked during preregistration. Tickets will not be available on-site.