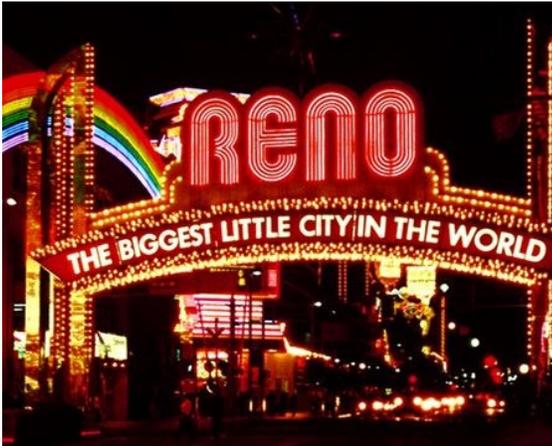




WSSA NEWS

Volume 47, Issue 2 Fall 2015



President's Soapbox

SOME THOUGHTS FROM THE PAST PRESIDENT: Building a New Generation of Social Scientists

*Dr. Leslie R. Alm
Boise State University*

At almost every Western Social Science Association (WSSA) conference I have attended, a few (and I want to emphasize that it is only a few) of my colleagues have been critical of the number of students (both graduate and undergraduate) who are attending and presenting their papers throughout the multi-disciplinary panels that are the mainstays of our conference. Some have even stated that it was demeaning to have to participate on a panel with a student. When approached with such feelings, I am often at a loss for words, as one of the major missions of WSSA (maybe the primary mission) is to bring young scholars into the social sciences—and what better way to do this than having students participate in the scholarly activity of

{cont. on pg. 3 }

Featured Article

WALKING THE TALK A World-Vision

Practical Applications Of
Languages Other Than English (Lote)
Via Languages Across The Curriculum (Lac)
*Dr. Debra Andrist
Sam Houston State University*

Several years ago, a popular movie's plot was predicated on the axiom, "if you build it, they will come." At most universities currently, we faculty know that they've already come, and they're here waiting, not so patiently, for us to build it. In our case, "they" refers to our student constituency and "it" is a program of target-language learning based on a radically-different philosophy of motivation and methodology!

It is indisputable that the world and Anywhere, USA have rapidly and radically changed in terms of vastly expanded inter- and intra-communication and of strikingly more diverse demographics everywhere, including the most remote



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and least-suspected locales. Yet, there has been little or no organized anticipation of what the trends have meant over time. There is still little or no organized response in a wide-spread manner to the changes. Whether the result of isolationist resistance or a simple lack of awareness is not really

{cont. on pg. 5 }

Sections News

WSSA Sections Recognized for Expanding Meeting Participation

James G. Linn

Coordinator of Recruitment & Retention

All of the section coordinators did a splendid job. Their leadership brought the Portland conference into being. Several of the coordinators deserve special recognition for attracting more presenters than in 2014.

The following section coordinators deserve kudos for expanding their section participation: Emery Tahy, American Indian Studies; Linda Chiang, Asian Studies; Akihiro Iwashita, Association of Borderland Studies; Debra Andrist, Chicano/Latino/Hispanic Studies; Kevin Mitchell, Communication Studies; Zdravka Todorova, Economics: AFIT; Kashi Tiwari, Economics: Business and Finance; Scott Carson, Economics: General; Chelsea Schelly, Environmental Policy; Monica Gallamore and Melissa Biegert, History; Ignacio Medina-Nunez and Jesus Ruiz-Flores, Latin American Studies; William Schaniel and Suzanne Kelly, New Zealand and Australia Studies; Tima Moldogaziev, Public Finance and Budgeting; Jessica Clark, Rural Studies; Evguenia Davidova, Slavic Studies; and Moises Diaz and Bill Pederson, Social Work.

We would also like to welcome our new section coordinators who will help to organize our upcoming meeting in Reno Nevada. They include: Alisse Eli-Joseph and Karen Jarratt-Snyder, American Indian Studies; Meghna Sabharwal, Asian Studies; Martha Barraza de Anda, Association of Borderlands Studies; Susan Foster, Chronic Disease and Disability; Tonia Warnecke, Economics: AFIT; Chris Erickson, Economics: General; Pete Martini, Globalization and Development; Chris Goodman, Public Finance and Budgeting; and Robert Niebuhr, Slavic Studies.

WSSA NEWS

2015 - 2016

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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 social science. Founded in 1958 as the Rocky Mountain Social Science Association, WSSA draws on scholars and others in some 30 disciplines, or "sections," from across the United States, and around the world; convenes an annual conference; conducts research competitions for faculty and students; and publishes *The Social Science Journal*, a juried, quarterly research journal, and WSSA News, the Association's newsletter, four times a year. 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 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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“Scholarship, Service, and Collegiality”



The motto of the Western Social Science Association is constantly being reaffirmed through the dedication and actions of its members. This year the WSSA and its members supported two initiatives designed to benefit our conference host communities. The first is our continued support of a local food bank as part of our “WSSA Give Back” program. The fund-raising drive always occurs during our poster session and breakfast on Friday. This year, we raised money for the Oregon Food Bank, a 501c(3) non-profit, which is part of the Feeding America national food bank network. For more information, visit <http://www.oregonfoodbank.org>.

Food Banks are able to monetize cash-based donations in a variety of way. Therefore, the Oregon Food bank is able to convert every dollar we donate into 3 meals. And we collected a bucket of cash! Your wonderful individual donations, generously matched by WSSA, raised \$2,500 for the Oregon Food Bank! This will enable the Oregon Food bank to purchase 10,000 lbs. of food, thereby providing 7,500 meals. **THANK YOU!!**



Maryann Brunner of the Oregon Food Bank



WSSA Gave Back !

Hunger

public health problems arising from childhood hunger. This interdisciplinary collaborative works proactively to educate, conduct research, and advocate to link food security and health outcomes.

The Oregon Food Bank also offers educational programs for the community, those who are food insecure, students, and people interested in broader impacts of nutrition. These programs include cooking and gardening courses. One of their premier programs focuses on childhood malnutrition. Study after study has demonstrated that children who are hungry are at higher risk for developmental and academic problems. The Childhood Hunger Coalition, a program of Oregon Food Bank, works to eliminate

The Childhood Hunger Coalition is led by a steering committee of representatives from OSU Extension Service, Oregon Health & Science University, Oregon Hunger Task Force, Oregon WIC, Kaiser Permanente and Oregon Food Bank. You and your students can even take an on-line, self-paced free course (one hour – available until October 31, 2016). For more information on this course, click the following link: <https://pace.oregonstate.edu/catalog/childhood-food-insecurity>

{cont. on pg. 8 }

What Employers Want

Kristina Lybecker
The Colorado College

As a graduate of a liberal arts college and now a professor at a liberal arts college, on occasion I find myself defending the education liberal arts colleges provide. For a number of years, education professionals have heard a great deal about the importance of the STEM (Science, Technology, Engineering, Math) fields. The liberal arts seem to have come under scrutiny and the value of such an education has come into question by some.

It was in the context of thinking about the value of the liberal arts that I recently came across a report from 2013 entitled, "It takes More than a Major: Employer Priorities for College Learning and Student Success". The report comes out of an online survey of employers conducted on behalf of the Association of American Colleges and Universities. The purpose and methodology of the report are described as follows:

From January 9 to 13, 2013, Hart Research Associates conducted an online survey among 318 employers whose organizations have at least 25 employees and report that 25% or
{cont. on pg. 11}

ANNOUNCING :

NEW

Conference Paper SUBMISSION Format

You will notice some big changes in the way we are doing things as we move into the future. First, **ALL** papers must be submitted through the WSSA website, instead of to the Section or Program Coordinator.

While this process will take some time to get used to, these exciting new changes will help both Section and Program Coordinators to coordinate and track submissions more efficiently.

Once the website is fully operational, successful submissions will generate an automatic response notifying the author that the submission has been received, and Section Coordinators will be able to see at a glance the status of all of their submitted papers.

Students Paper Competitions, Awards, Travel Grants, and Poster Sessions will use the same process - everything now must be funneled through the website to the Council member handling the grants and competitions.

Future Conferences

2017 San Francisco, California Hyatt Regency San Francisco (Embarcadero), April 12, 2017 through April 15, 2017

2018 San Antonio, Texas – Hyatt Regency -- April 4, 2018 through April 7, 2018

2019 San Diego, California – Manchester Grand Hyatt – April 24, 2019 through April 27, 2019

germane; nearly every U.S. institution, from government to education to business to society, has felt the staggering effect of these dramatic changes. The shockwave has left many of us in the U.S. reeling--and reaching for reactions/responses/solutions. Racing to encourage and facilitate languages-other-than-English (LOTE) acquisition, government and other institutions and foundations are offering incentives, particularly financial, to entities willing to take on the challenge of the changes.

The changes have meant that there is largely-unanswered but constant, and increasingly desperate, call from the business, government, media, law enforcement, health professions and volunteer communities for translators, interpreters, and generally-bilingual (at least) workers of all sorts with target language skills and cultural insights. Both anecdotal and via studies, this national phenomenon is particularly notable in the urban context. However, far-flung rural areas, from the plains of Western Kansas, to the hills of North Carolina, to the Piney Woods of East Texas and many more now find their linguistic and cultural circumstances and needs reflect the same phenomenon.

Job opportunities and pay scale now have much to do with target-language capabilities due to the enormous populations which are, if not monolingual, and not in English, at least uncomfortable with English in formal, serious (read business, government, health professions, law enforcement and media) situations. Many job applicants with job-related skills sometimes have some heritage oral language skills, but not formal training in using the language. Many job applicants with formal language-use training frequently do not have the job-related skills.

Therefore, programs of target-language learning based on a radically-different philosophy of motivation on the part of the learner, and of adapted methodology on the part of the educator, as well as across-the-board changes in language education planning and policy in the U.S., are crucial and imminently pressing. Particularly those of us who are professionals in what we now call LOTE acquisition are squarely in the forefront of the wave since the linguistic/cultural ramifications of the changes are the most dramatically obvious. While we in the U.S. have long since espoused target-language acquisition at all levels in the U.S., and continually bemoaned

the mostly monolingual general U.S. public, the content basis of our teaching philosophy and methodology have remained much the same: vocabulary and grammar followed/supplemented by literature.

As Wendy Allen, a French professor at St. Olaf College in Minnesota pointed out to the Council of Deans of the Associated Colleges of the Midwest, there is a *great contrast between more & more people growing up functionally trilingual in Europe while we suffer from the problem with language students in the U.S. . . . too little too late . . . focused on forms . . . divorced from the rest of the undergraduate curriculum*. But, solving our problems isn't about foreign language instruction per se, it's about integrating disciplinary content into upper-level foreign language instruction and integrating foreign-language components into established disciplinary courses. Jon V. Moline, VP and dean of the college at St. Olaf's, notes that *linking foreign language and the disciplines should increase the incentive for students to go on with foreign languages . . . one factor in learning a foreign language is having something you want to say*.

The educational community has the opportunity (and responsibility) to address the changed and changing demographics. In other words, like much of the U.S., we're talking up a storm, but we're not walking the talk. We're not routinely doing what we need to do to give our population functionality in LOTE!

Still considered innovative, if not beyond their financial and other (cap)abilities by administrations at many public universities in the U.S., languages across the curriculum (LAC) initiatives have been very successful service at selected, usually private, liberal arts universities for some time. Even more notable, this LAC approach is still basically unheard of at the secondary level and even LOTE acquisition itself at the optimal primary level in the U.S. is considered innovative or extra, perhaps something reserved for private, up-scale schools.

Yet, as educators, we don't have to reinvent the wheel--we can learn from the success of those trend-setter colleges in U.S. language education like St. Olaf, Beloit, Macalester, Knox, Grinnell, Carleton, Lake Forest, Colorado and Lawrence College, who have instituted languages across the curriculum for

{cont. on pg. 7}

{“Building a New Generation”, cont from pg. 1 }

formally presenting their work at a scholarly conference?

Over the past several years I have supported students of mine attending WSSA and presenting a paper at a particular disciplinary panel. My students have presented in the Public Administration, Political Science, Environmental and Natural Resources, Canadian Studies, and Association of Borderland Studies sections. Of the WSSA student attendees with whom I’ve worked, they have all gone on to a higher-degree level program (be it a master’s or PhD program) or into social sciences related careers. All benefited enormously from their experience. All commented on the collegiality of the people attending the WSSA conference, and all went away with a positive feeling about how social science can directly affect the way we live. Just as importantly, for WSSA to continue to grow we need these young and upcoming scholars to become active members of WSSA and generate enthusiasm for the social sciences in general. With that said, several of the students I have supported have continued to return to WSSA, and that is a good thing!



Registration Schedule

Attendees may pre-register for the Reno conference with a bank card by submitting an online preregistration form (*preferred*), or with a check by mailing in a paper form.

Regular Online Pre-Registration will be available on our website, at www.WSSAweb.com until March 27, 2016.

Late Online Pre-registration, costing an additional \$30 for regular registrants and an additional \$15 for students and retirees, will be available from March 28 through April 6, 2016.

Paper Pre-Registration forms will be available on our website, starting October 15, 2016. Paper pre-registrations must be **received** by March 27, 2016, for the regular pre-registration price, or by April 6, 2016, for the late registration price.

There will be no registration activity between midnight, EST, on April 6 and 3:00pm PST, on April 13, when



The Bert and Phyllis Lamb Prize in Political Science

Rewarding Innovation and Good Writing

The Bert & Phyllis Lamb Prize in Political Science is sponsored by [Negotiation Guidance Associates](#) on behalf of the extended Lamb family. The deadline for receiving applications or nominations is March 1, 2016.

We are pleased to announce that the recipient's travel expenses to attend the annual conference of the Western Social Science Association (WSSA) will be reimbursed.

[Click Here](#) for the Application and Nomination process. Undergraduates who intend to apply may sign up for updates.

In 2016, the Bert & Phyllis Lamb Prize in Political Science will be presented at the annual conference of WSSA in Reno, NV, on April 13-16, 2016. [Click here](#) to see the conference webpage and register for the WSSA conference.

You can read more about the Prize by going to the webpage at LambPrize.org. Please [Click Here](#) to be directed to the webpage for the 2015 recipient.

the last decade. For example, the Department of Modern & Classical Languages of the University of St. Thomas/Houston was named one of 27 “cutting-edge” departments in the U.S. by the Modern Language Association (MLA) in 2001 for their small-scale program, which aggressively addressed both the job crises of the community and the population crisis of the Department itself via a series of innovative programs combining language acquisition with professional applications. Brigham Young University has long and successfully prepared functional students in target languages via an associated motivational approach; their students want and need to learn for a specific purpose. Whatever the purpose, the motivation of application is the key!

Given that

- 1) combining language acquisition with professional applications through academic discipline-dedicated and/or linked courses has proven to produce students who address the aforementioned multi-faceted social challenges precipitated by the changes enumerated;
- 2) universities educate/train the educators for the secondary and primary levels;
- 3) larger, and public, universities educate/train more, and frequently, more-diverse, students;
- 4) both seed money and short-term sustained support are available under certain circumstances and in the specific cases, as “template” programs,
- 5) most universities have an established and growing LOTE acquisition department (called foreign or world or modern and classical languages);
- And 6) have resident LOTE faculty in said departments with specialized training and experience in other disciplines, including business, government, health professions, law enforcement and media,

Therefore, logically, almost all colleges and universities are prime candidates to institute a LAC program and could be on the forefront of such bridging efforts.

Curricular framework is already established and just needs to be tweaked at most institutions. Existing programs and initiatives can support and augment the greater LAC initiative and not just via language departments.

Colleges of Business have International Business programs which provide a natural partner for linked discipline-specific target language courses. Undergraduate and graduate business classes can be

taught, along with Spanish, Chinese and Korean language courses, among others, during study abroad programs, as well as on-campus. Many companies have expressed that they can train employees in their practices—but not in the language and culture skills necessary for successful transactions.

Bilingual (Chinese, Spanish & Vietnamese are statistically the most needed nationally) content-based health professions and patient navigator training could give students the edge in later employment competition. Why not advanced intermediate-language ability (fourth semester), content-based, discipline-focused courses in medical and health professions, and advanced medical professions courses in a language, plus an internship? Many states have associations of health interpreters and translators and could serve as resources for related courses, not to mention conduits to employment for students.

Contacts and collaborations can be established with LOTE media professionals in newspapers, magazines, radio and television and can serve as one option for internships. There could be a media aspect of a Center for Applied Bilingualism, which could include LOTE courses in print media, broadcast media and internships on and off-campus. Partner Departments might include Communications and Mass Communications. National and international guest or adjunct professors could assist.

Other examples of initiatives of this sort include LOTE and Criminal Justice collaborations on courses for law enforcement, for penal systems and victim studies majors, plus specialized courses for Reserve Officers Training Corps (ROTC) students. Criminal justice and law enforcement professionals can help to negotiate local, national and international-exchange agreements with institutions in other countries, which are clamoring for international collaborations, beyond any cooperative on-campus minors, perhaps as part of an International Studies minor.

An oral history institute or a rural studies program in sociology could include materials in several languages, with partners like departments of communications, history, political science and sociology. Gender Studies minors with a target-language aspect, could work with partners including history, political science, sociology and others.

Internships are negotiated on or off-campus in radio and TV, newspaper,

{cont. on pg. 9}

The second WSSA initiative is a pilot program “WSSA Spotlight on Local Organizations.” Our 2015 spotlight organization was Mercy Corps - <http://www.mercycorps.org/>.

Mercy Corps is dedicated to working around the globe and in the Portland community. They have a downtown Action Center that houses art exhibits and a variety of events such as talks and film screenings. Just prior to the conference, they installed an amazing interactive exhibit “Beyond Survival: Life as a Refugee.” You can walk inside a refugee tent and explore the camp, reading stories, looking at photos and listening to the sounds of life in a new place.



In addition, they offer summer camps for middle school (“artivism – make art, make change”) and high-school students (International Development 101) to explore global issues and investigate innovative solutions to the world’s toughest problems. Faculty and students who are interested in learning more about Mercy Corps and their internship programs should reach out for Dani DeJaegher, the community engagement manager (ddejaegher@mercycorps.org).



Both Mercy Corps and the folks from the Oregon Food Bank were thrilled to have space at WSSA. Both organizations reported very positive experiences and were happy to have the opportunity to interact with our members and get exposure for their programs and the opportunities that they could offer local faculty and students as well. Given the positive feedback we received from our members and our sponsored organizations, WSSA is pleased to continue with both the WSSA Give Back and WSSA Spotlight on Local Organizations programs! I will be providing you with a profile of our Reno 2016 organizations in the WSSA Spring Newsletter.

Thanks again for your generosity and your dedication to our organizational mission!

public relations, departmental, teaching, medical and non-profit agencies.

Why not with a language component? Partners could include business, sciences, health sciences, media, education, sociology, family & consumer science and others.

LOTE and international programs can work together to expand study-abroad options, especially in Latin America, China, Japan and Korea. Summer, semester and short-terms study abroad programs, apart from those specifically dedicated to language acquisition could have some kind of language components.

If they are not already, language departments could join the National Association of Self-Instructed Language Programs (NASLIP), dedicated to the acquisition of less-commonly-taught target languages via innovative technological methodology, e.g., Portuguese for Spanish-speakers and French for Spanish-Speakers utilizing such resources. Expanded variable-topic linked courses can include at least literature-in-translation, if not (at least optional) materials in a LOTE with so many other departments than just English.

Other fine arts and humanities-specialized courses in each target language already include film, linguistics and methodology, Francophone (especially North African) topics, Hispanic art and Hispanic women and are standing opportunities for linking courses or adding LOTE content. Why not art, music and foreign languages collaborations with professors offering team-taught courses, augmented by an annual culture-based (Latin American?) music/literature concert, perhaps culminating in a festival with the assistance of a grant.

Departments across colleges collaborate on minors—why not collaborative minors for bilingual health professions, for communications, for criminal justice, etc.? Minors in Pacific Rim Studies could be instituted, similar to Middle Eastern Studies, Latin American studies, etc., but emphasizing Chinese and at least one other Asian language, plus culture, history, etc. courses from other departments such as history, political science, sociology and others.

Faculty members who speak more than one language are already widely employed across university departments, not just in language departments

where LOTE themselves are taught. Many universities collaborate with Han Ban, the People’s Republic of China’s external education agency, or have Confucius Institutes, in order to bring teaching faculty from China each year. Many scholars and writers from many countries are most eager to spend even a short time teaching or lecturing in the U.S.--not just those from the Scholar Rescue.

Funding routes are available. Departments already work with Departments for Institutional Advancement and of Research & Special Programs to establish initiatives separately as potential funding opportunities for donors and/or grant proposals. A request for multiple by-language “friends” funds for interested potential donors to support initiatives could be filed through appropriate channels. There are grants with precedence for funding such initiatives (state humanities entities in Texas and Louisiana, for example).

Training already exists. The Center for International Business and Economic Resources (CIBER) at the University of Memphis has offered highly-regarded target-language/practical applications workshops for years. Input and materials by Dr. Orlando Kelm, University of Texas/Austin Department of Spanish and CIBER, is author of several acclaimed and proven applied-language, free on-line teaching technology materials, including for law enforcement, which can serve as resources. He offers on-campus workshops. Universities, perhaps with the help of grants could offer recurring summer teaching institutes for faculty to plan, expand, etc., the languages across the curriculum initiative.

The majority of students in the U.S. currently “check off the box,” of the core distribution requirements in language, leaving most of us in language education just talking, while some of us in the U.S. are walking the talk—but, the rest of the world is running far ahead, leaving us behind! The U.S. educational community has the opportunity (and responsibility) to address the demographics of our diverse society. Paraphrasing that St. Olaf’s dean, we teach by example; if we don’t value language and make it a practical tool for the students, they won’t value it and they won’t learn it.

Member News

North Dakota State University recently hired **Suzanne Kelley** to serve as Assistant Professor of Practice and Editor in Chief for the Institute for Regional Studies Press. Kelley is co-coordinator of WSSA's New Zealand and Australia Studies Section. She earned a BS in Applied Learning & Development from the University of Texas—Austin, an MA in history from the University of Central Oklahoma, a Certificate in Publishing from Minnesota State University Moorhead, and a PhD in history from NDSU. Her publications include the co-edited anthology *Paper Camera: A Half Century with New Rivers Press* and peer-reviewed articles in *The Swedish-American Historical Quarterly* and *New Plains Review*. She has worked with state, national, and international journals, editing articles with a wide array of research topics including agriculture, politics, history, and Chinese studies. Since 2003, she has worked in all genres of literary and scholarly publishing, shepherding more than forty books through all stages of editing and production.

Kelley teaches courses in publishing, travel writing, and North Dakota history, and she blogs at [Home & Away: A Travelogue from Places Near and Far](#). When she is not making books or teaching, she conducts scholarly research in the Great Plains, Australia, and New Zealand, discovering connections between memory and place. Dr. Kelley's office is located in Minard 204F. Phone: 701-231-6848 E-mail: suzanne.kelley@ndsu.edu.

In her position with the Institute for Regional Studies Press, Kelley oversees book acquisitions, production, marketing, and publicity. She invites anyone working on topics pertaining to the Red River Valley, the State of North Dakota, the plains of America (comprising both the Great Plains of the United States and Prairies of Canada), and comparable regions of other continents to submit book-length manuscripts for consideration. The scope of the Regional Studies Press is not limited by topic or discipline. For more details, visit the press's [website](#) or

The Body, Subject & Subjected

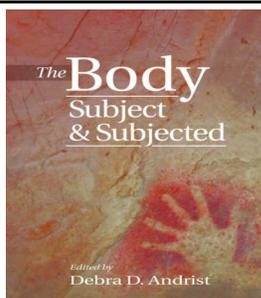
The Representation of the Body Itself, Illness, Injury, Treatment & Death in Spain and Indigenous and Hispanic American Art & Literature

Edited by **Debra D. Andrist**

Hominids have always been obsessed with representing their own bodies. The first “selfies” were prehistoric negative hand images and human stick figures, followed by stone and ceramic representations of the human figure. Thousands of years later, moving via historic art and literature to contemporary social media, the contemporary term “selfie” was self-generated.

The Body, Subject & Subjected illuminates some “selfies.” This collection of critical essays about the fixation on the human self addresses a multi-faceted geographic set of cultures – the Iberian Peninsula to pre-Columbian America and Hispanic America – analyzing such representations from medical, literal and metaphorical perspectives over centuries. Chapter contributions address the representation of the body itself as subject, in both visual and textual manners, and illuminate attempts at control of the environment, of perception, of behavior and of actions, by artists and authors. Other chapters address the body as subjected to circumstance, representing the body as affected by factors such as illness, injury, treatment and death. These myriad effects on the body are interpreted through the brushes of painters and the pens of authors for social and/or personal control purposes.

The essays reveal critics' insights when “selfies” are examined through a focused “lens” over a breadth of cultures. The result, complex and unique, is that what is viewed – the visual art and literature under discussion – becomes a mirror image, indistinguishable from the component viewing apparatus, the “lens”.



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.

{“What Employers Want”, cont from pg. 4 }

more of their new hires hold either an associate degree from a two year college or a

Bachelor’s degree from a four-year college. Respondents are executives at private sector and nonprofit organizations, including owners, CEOs, presidents, C-suite level executives, and vice presidents. This report provides a detailed analysis of employers’ priorities for the kinds of learning today’s college students need to succeed in today’s economy. It also reports on changes in educational and assessment practices that employers recommend. (p.1)

The findings undeniably highlight the importance of the liberal arts. And for good reason. As described by Edward J. Ray, President of Oregon State University, “Clearly, all successful careers require critical thinking, teamwork, sensitivity to cultural, demographic, economic and societal differences and political perspectives . . . Most people will have six to 10 jobs during their careers, and liberal arts majors are the most adaptable to new circumstances . . . a third of all Fortune 500 CEOs have liberal arts degrees. For example, Leslie Moonves, who leads CBS, has a degree in Spanish from Bucknell University, and Howard Schultz, Starbucks' CEO, majored in communications at Northern Michigan.”

The report describes the following findings:

- Nearly all those surveyed (93 percent) say that "a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate's] undergraduate major."
- Eighty percent of employers agree that, regardless of their major, every college student should acquire broad knowledge in the liberal arts and sciences.
- When read a description of a 21st century liberal education, a large majority of employers recognize its importance; 74% would recommend this kind of education to a young person they know as the best way to prepare for success in today’s global economy.
- More than three-fourths of employers want more emphasis on: critical thinking, complex problem-solving, written and oral communication, and applied knowledge in real-world settings.
- Employers endorse a blended model of liberal and applied learning. Across many areas tested, employers strongly endorse educational practices that involve students in active, effortful work—practices including collaborative problem-solving, internships, research, senior projects, and community engagements. Employers consistently rank outcomes and practices that involve application of skills over acquisition of discrete bodies of knowledge. They also strongly endorse practices that require students to demonstrate both acquisition of knowledge and its application.

As educators, we owe it to our students to prepare them as best we can for life after college. While we recognize that most of our students will not follow in our footsteps and go on to careers in academia, this report reveals that the skills that serve us well – critical thinking, excellence in written and oral communication, an inquisitive nature and questioning mind, problem-solving, collaboration – will also serve our students as they search for their first, or tenth, job. Not every student wants to pursue an education in the liberal arts, but we would all be better off by encouraging them to dabble in them a bit.

According to the Merriam-Webster Dictionary, the liberal arts are defined as “the medieval studies comprising the trivium and quadrivium. The trivium is the group of studies consisting of grammar, rhetoric, and logic and forming the lower division of the seven liberal arts in medieval universities, while the quadrivium is the group of studies consisting of arithmetic, music, geometry, and astronomy and forming the upper division of the seven liberal arts in medieval universities.

WSSA Recognized for Skype Support



University of Hawai'i at Manoa

Center on Disability Studies

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July 7, 2015

Heather Albanesi, Ph.D. Associate Professor
University of Colorado, Colorado Springs President,
Western Social Science Association Dear Associate

Professor Albanesi,
Congratulations on becoming WSSA President!

Congratulations also on a successful 2015 Western Social Science Association Conference and I'm sure we share great anticipation for an even better one in 2016!

I am pleased to recognize the support and hard work of all WSSA members who worked so hard to facilitate successful Skype presentations at the April, 2015 Chronic Disease and Disability Section of the Western Social Science Association annual meeting in Portland, Oregon.

This thoughtful and progressive initiative of the past two years has made it possible for several nationally renowned disability scholars (including I'd like to think, myself) to participate in the meeting.

The outstanding leadership from WSSA in long distance presentations helps make the WSSA a distinguished forum for disability scholars from the United States and other nations. Your efforts on our behalf are much appreciated.

All the best to you and your colleagues as you plan the 2016 meeting for Reno, Nevada. I am looking forward to seeing the progress of this Conference as it takes shape.

Sincerely,

A handwritten signature in cursive script, appearing to read "Megan A. Conway".

Megan A. Conway, PhD

Assistant Professor and Interdisciplinary Training Director Center on Disability Studies



2015 WSSA Award Winners



Presented at the WSSA President's Luncheon, on Friday, April 10, 2015

Past-President's Outstanding New Scholar Award

Dr. Amanda Johnson Ashley, Boise State University

President's Outstanding New Scholar Award

Dr. Manish Madan, Richard Stockton College of New Jersey

President-Elect's Outstanding New Scholar Award

Dr. Zek Cypress Valkyrie, University of Colorado Colorado Springs

Scholar's Choice Award for Best Poster

Stefani Perez-Zamarripa, University of Nebraska at Kearney, for "Home Is Where the Social Capital Is: An Analysis of Post Emigration Community Ties"

Presented at the WSSA President's Reception on Saturday April 11, 2015

WSSA Distinguished Book Award

Dr. John Skrentny, University of California San Diego, for *After Civil Rights: Racial Realism in the New American Workplace* Princeton University Press, 2014

Larry Gould Best Article Award

Jeonghun Min and Daniel Savage, Northeastern State University, for "Why do American Indians vote Democratic?" *Social Science Journal*, Volume 51, Issue 2, 2014

John Wicks Dissertation Award

Dongjae Jung, Arizona State University, School of Public Affairs
"The Federal-Local Nexus in Immigration Enforcement Policy: An Evaluation of the Secure Communities Program"

WSSA Student Paper Competition Awards

Undergraduate – Best Paper -- Travis Van Horn, Western Oregon University, for "F*** You Dan Savage: A Queer Criticism of the It Gets Better Project."

Undergraduate -- Honorable Mention -- Remington Krueger, North Dakota State University, for "A Norwegian Immigrant and Homesteader in the Dakota War: Private Ole N. Orland"

Vine Deloria, Jr., Student Paper Competition Award

Justin Hongoeva. for "Past and Present Hopi Leadership: as Contextualized by the Oraibi Split"

Bert & Phyllis Lamb Prize in Political Science

David Belcher, the University of California, Davis, for "An Efficient Electoral Method to Reduce

