



WSSA NEWS

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New Social Science Journal Editor

By Scott Carson
University of Texas, Permian Basin



Scott Carson

When I started graduate school in the fall of 1995, I do not recall what I thought was the most important thing that I would learn. Perhaps it was the math that economics is known for, or perhaps it was the econometrics that I savor, but I certainly recall the fall of 1997 when my dissertation committee chair taught

me the importance of writing clearly, the simple desire to be understood. In graduate school, I was fortunate enough to ask two complementary writing mentors to serve on my dissertation committee: Tom and Larry. The two taught me that, no matter your field, it is hard to progress in academics without writing well.

After graduate school, I scouted out a few conferences that I thought would allow me to develop as a scholar, and settled on the Social Science History Association and the Western Social Science Association (WSSA). Both were suitable venues to present my writing, associations that shield young scholars from the harsh criticisms that are all too common at the larger association meetings. Because it focuses more on contemporary issues and the econometrics I enjoy, the WSSA soon became my preferred venue to present my research and introduce my writing. Since 2006, I have been the editorial assistant for Economics and Human Biology (EHB), and my interest in editing began within days of assuming that position, so in hind-

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Giving Back, Locally

By Donna Lybecker
Idaho State University



The Western Social Sciences Association will be hosting a fund drive to benefit the Houston Food Bank, www.houstonfoodbank.org

The Houston Food Bank was named 1 of 10 Top-Notch Charities in the U.S. by CharityNavigator.org. This ranking is based largely on their very low overhead: 95¢ of every \$1 donated to the Houston Food Bank goes to feed the hungry. Texas has an 18.8% food insecurity rate, the second highest rate in the country.

Attendees of the Houston annual conference will have the opportunity to donate at our Friday breakfast and poster session (April 13th, 2012). WSSA has committed to make a double-matching donation, with a minimum of \$500 and maximum of \$1000 portion of the contribution coming from the WSSA. ■

Student Corner *Connecting the Dots*

By Elizabeth Kusko
Idaho State University

Last evening Steve Jobs, CEO of the Apple Computer Company and American innovator and inspiration, passed away from pancreatic cancer. Although I do not wish to dwell on the death of an icon, I do intend to relay a few pertinent points from a commencement speech Jobs gave at Stanford University to the graduating class of 2005. At the risk of sounding trite, those capped- and-gowned students were embarking upon a new chapter in the novel of their lives. After

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Board Actions

by Kate Herke, Louisiana Office of Student Financial Assistance



Routledge, of the Taylor & Francis Group, and Sage Publications, the two remaining contenders for the new *Social Science Journal* publishing contract, made extensive presentations. The information was discussed by the full Council, and the Executive Director was directed to send a précis of the two offers to Elsevier, giving them the opportunity to meet or exceed the offers.

It was announced that the Conference Manager and Executive Director had, after considerable research, selected a new firm, RegOnline, to record online registrations and subscription-only memberships, and to process online payments.

The Executive Director presented for discussion a comprehensive report on the Association's financial status.

Reports were presented by the new *Journal* editor, on the plans for transition; by the News editor, on future plans for the publication; by Chris Brown, on the Student Paper Competition; and by the Conference Manager, on student workers.

The problem of last-minute cancellations, which could cause serious penalty fees from the hotels, was discussed, as was the problem of no-shows at the sessions. No solutions were apparent, but further research will be done and the Council members will continue to study the topics.

Following discussion of various factors affecting the creation of a poster session for the 2012 conference, it was agreed that Theodore Ransaw will act as Section Coordinator for the session, and that it would take place concurrently with Friday morning's all-conference breakfast. No panel sessions will be scheduled for that time period.

A "program at a glance", showing the day's sessions in chronological order, will be provided, via a projection, allowing last minute changes to be shown.

The President and Council commended Daniel McInerney for his outstanding work updating the Section Coordinator's handbook.

Pursuant to the Council's decision to create awards for members above and beyond the graduate student awards, Larry Gould will work something up, to be available for the Denver conference in 2013.

The Council decided that the WSSA lapel pin will consist of the logo, in blue and gold. Larry Gould will have his graphics people work up something and then send the proofs to the Executive Council for review. ■

WSSA NEWS

2011-2012 WSSA OFFICERS

PRESIDENT

Victor Heller

The University of Texas at San Antonio
victor.heller@utsa.edu

PRESIDENT-ELECT

Tom Isern

North Dakota State University
isern@plainsfolk.com

VICE PRESIDENT

Chris Brown

New Mexico State University
brownchr@nmsu.edu

PAST PRESIDENT

Gil Fowler

Arkansas State University
gfowler@astate.edu

2011-2012 WSSA COUNCIL

Leslie R. Alm (2012)

Boise State University
lalm@boisestate.edu

Heather Nicol (2014)

Trent University
heathernicol@trentu.ca

Donna L. Lybecker (2012)

Idaho State University
lybedonn@isu.edu

EX OFFICIO

Larry A. Gould, Exec. Director

Northern Arizona University
larry.gould@nau.edu

Eileen M. Luna-Firebaugh (2012)

University of Arizona
eluna@u.arizona.edu

N. Prabha Unnithan, Editor

The Social Science Journal
Colorado State University
prabha@lamar.colostate.edu

Heather Albanesi (2013)

University of Colorado,
Colorado Springs
halbanes@uccs.edu

Rich Greene

SSJ Book Review Editor

Northern Illinois University
rgreene@niu.edu

Daniel McInerney (2013)

Utah State University
daniel.mcinerney@usu.edu

Gary Linn, Coordinator,

Recruitment and Retention

Tennessee State University
JLinn@aol.com

Theodore Ransaw (2013)

University of Nevada, Las Vegas
ransaw@unlv.nevada.edu

Ross Burkhart (2014)

Boise State University
rburkha@boisestate.edu

Kate Herke, WSSA News Editor

WSSA Conference Manager

Louisiana Office of
Student Financial Assistance.
WSSA.Admin@nau.edu

Geoffrey Hale (2014)

University of Lethbridge
geoffrey.hale@uleth.ca

Chris Hiryak, Webmaster

Arizona State University
chris.hiryak@asu.edu

THE 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, Canada, Mexico, and around the world; convenes an annual conference; conducts research competitions for students; and publishes *The Social Science Journal*, a juried, quarterly research journal, and *WSSA News*, the Association's newsletter. 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 \$40 (individual); \$50 (joint includes spouse); \$25 (student); \$25 (retired). For information, contact Larry Gould, Executive Director, WSSA, c/o Northern Arizona University, Yuma Branch Campus, P.O. 6236, Yuma, AZ 85366-6236 (Phone: 928-317-6475; Fax: 928-317-6419; E-mail: larry.gould@nau.edu)



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Student Corner Connecting the Dots

By Elizabeth Kusko

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adding my singular hit to the accumulating six million to view the speech on YouTube, I was completely encompassed by Jobs's words and found myself celebrating these strangers' achievement and anticipation for the future. It brought me back. I graduated from Shippensburg University in May 2008; a mere three months later, I was transformed from the idealistic and uninhibited college graduate to the realities of a graduate student at Miami University. No one prepared me for this. No one truly, honestly, explicated the strange and startling phenomena by which one would be expected to read *this* much; to write *this* much (what exactly was a 'literature review?'); to be *this* poor; to be *that* sleep-deprived.

What drove me to this decision to willingly subject myself to such a lifestyle? Today, listening to Steve Jobs speak at Stanford University offered a welcome reminder and provides a wonderfully poignant description of the perks of graduate school; there are, in fact, plenty of them. Jobs recounted three stories from this life: a story about 'connecting the dots' in which we trust that our decisions made in the present will make sense in the future; a second story about 'love and loss' in which Jobs tells of how being fired from a company that he co-founded provided important enlightenment about pursuing a career course that one loves; a final story about 'death' which reminds the audience that time is limited and, as such, should not be wasted living up to any expectations other than those constituting one's own inner voice. Lastly, Steve Jobs concludes the commencement speech with the wish that these individuals 'Stay Hungry' and 'Stay Foolish.'

It is this notion – to stay hungry, to stay foolish – that is most applicable to the endeavors of a graduate student. One must be hungry in order to devour knowledge; one must be foolish to do so while living in scantily furnished studio apartments sacrificing nutritious meals for frozen pizza and anything edible that provides caffeine. But, this is what Steve Jobs did. This is what our professors, advisors, and mentors did. This is what we must do in order to eventually, gradually, find our own success. Someday we will find it funny. Someday graduate school will be several dots that we will connect to whatever awaits us in the future. I was lucky enough to find my fiancé in Quantitative Analysis and that is one dot that falls on a line-of-best-fit perfectly.

Further, although graduate school is demanding, difficult, and generally grueling, there are a couple of benefits that I find worth noting. First, the professors, advisors, mentors, and friends that you meet in graduate school and the ensuing relationships that you make are solid and permanent; no one can relate to this experience unless they too have lived it. Again, I consider myself lucky. My Political Science department fac-

ulty at Idaho State University is top-notch; if only U.S. News and World Report had the insight to rank colleges based on the caliber of teaching, the ISU Political Science faculty would single-handedly place our institution impressively. Thus, a second benefit of graduate school: it is through one such amazing professor, Dr. Donna Lybecker, that I discovered the opportunity to attend the Western Social Science Association annual conference. Academic conferences are a daunting concept for graduate students. The idea of presenting research within the same walls as experts, heroes and heroines that we cite in those literature reviews is as frightening as anything. Yet, the WSSA has proven a pleasantly surprising anomaly. Here, graduate students are given the benefit of the doubt and although you are secretly shaking (probably noticeably trembling) and your hands are sweating, it is an exceptional opportunity that one would be remiss in neglecting. Presenting research at the WSSA surrounded by scholars that simultaneously scare you and provide your intellectual stimulation is a profound feeling. Importantly, it is also a dot of which Steve Jobs speaks – a dot afforded to graduate students that will certainly provide an advantageous connection to your future accomplishment.

The other day, my fiancé and I were pontificating about whether or not we would see our professors, advisors, mentors, and graduate school friends after graduation. After a bit of reflection we came up with the following: "We will always have WSSA." ■

New Social Science Journal Editor

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sight, assuming the editorship of The Social Science Journal is my next logical career extension.

The first person I met on the Thursday night when I arrived at the 2011 Salt Lake City Western Social Science Association meeting was Prabha Unnithan, out-going editor for The Social Science Journal. Over the previous six years, I have enjoyed my time speaking with Prabha about simply the subject of writing, so we struck up an informal conversation about the status of what turned out to be the still-vacant Social Science Journal editor position. Before the conference ended, I was enthusiastically interested in taking on my next career challenge.

Since beginning at EHB, my editorial philosophy developed along the lines taught by Larry, that "we are all trying to be better writers," while being acutely aware of Tom's expectations, that to excel in any field requires good writing. So, it is with these two views from graduate school that I assume the editorship of The Social Science Journal. I simply love this stuff, the simple idea to be understood. ■





Exploring Houston

Even a cursory internet search on Houston finds a wealth of things to see and do. Pictured below are a very small sampling.



Houston Raceway Park



Children's Museum



Cypress Trails Equestrian Center



Splashtown Water Park



Houston Grand Opera



Houston Zoo



Downtown Aquarium



Space Center Houston



Gulf Greyhound Park



The Galleria Shopping Park



Battleship Texas



Jade Buddha Temple

Kudos, Laurels, & Milestones



Larry Gould

Larry Gould, Associate Vice President and Campus Executive Officer, Yuma Campus of Northern Arizona University, was elected to the Yuma County Chamber of Commerce, to the Yuma County Intergovernmental Transportation Authority, and to the Board of Directors of the Yuma International Airport.



Donna Lybecker

Donna Lybecker, Associate Professor of Political Science, received tenure from Idaho State University.



Les Alm

At Boise State University, **Les Alm**, Professor, Department of Public Policy & Administration, and **Ross Burkhart**, Associate Professor & CoDirector of Canadian Studies, Department of Political Science, received a Canadian Studies Faculty Research Grant (\$6500) for work on Canada and United States borderlands.



Ross Burkhart



Les Alm

Les Alm, Professor, Department of Public Policy & Administration, was selected as one of the six inaugural Boise State University Distinguished Professors.



Eileen Luna-Firebaugh

Eileen Luna-Firebaugh, Associate Professor, American Indian Studies, was awarded a grant from the University of Arizona to conduct research on criminal justice issues for the Pavee (Irish Travellers). She and her husband Dennis conducted this research during June 2011, travelling throughout Ireland, meeting with Pavee organizations and visiting residence sites (e.g. reservations). Publications are in process, some of them co-authored with Pavee academics. ■

In Retrospect, From SSJ Editor

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scientists, who uncomplainingly reviewed more than their fair share of manuscripts and who, as a result, earn my special thanks. I appreciate greatly the time and contributions of many SSJ reviewers. Their abiding interest in assisting authors of manuscripts in improving them with little personal reward for themselves is a testament to their commitment to professional social science and to the *Journal*.

Finally, I recognize the efforts of the many authors who submitted the results of their research to *SSJ*. Without them, there would be no journal to edit and publish. At Colorado State, my thanks go to all those individuals who welcomed and supported *SSJ* during its time here. These include Louis Swanson and Jack Brouillette during their terms as Chairs of my Department along with Heather Hardy and Ann Gill as successive Deans of the College of Liberal Arts. Stephan Weiler, Hank Gardner and Bill Farland provided crucial support when needed. *SSJ* began as a journal on our campus more than four decades ago and we are happy to have hosted it for the past six years. There is, therefore, just a little twinge of sadness mixed with the pleasure of passing on a healthy, vibrant and vital journal to the incoming team. ■

Registration Reminder

ALL registrations include membership, with subscriptions to *The Social Science Journal and the WSSA News*.

Deadlines :

- March 25, 2012: deadline date for online pre-registration, and for receipt of paper registrations.
- March 26-April 3, 2012: late pre-registration, with price increase.
- April 4-10, 2012: no registration.
- April 1, 2012: on-site registration begins at 3:00 PM

Pre-Registration prices :

- Regular Pre-Registration: \$125
- Student Pre-Registration (without full-time employment): 80
- Retiree Pre-Registration (no longer employed full-time in field): \$90
- Non-presenting Spouse/Partner/Guest Pre-Registration: \$35
- President's Luncheon: \$25

Late registration price increase:

- additional \$30 for regular registrants
- additional \$15 for all others



“Accounting 101”: How Disciplines Can Answer the “So What?” Question about Their Work and Their Contributions to Higher Education

By Daniel J. McInerney
Utah State University



We are all familiar with the problems, critiques, and concerns that bedevil higher education in the early twenty-first century.

Public funding of public education has plummeted. The cost of attending an institution of higher learning has skyrocketed and steadily outpaces rates of inflation. Part-time and contract instructors fill most positions, leaving only one-third of college faculty tenured or tenure-track. Graduates leave academic institutions with limited job prospects. Student loan debt now exceeds credit card debt. The U.S. has dropped from first to twelfth place among industrialized nations in college and university attainment. *Academically Adrift* critics, looking at Collegiate Learning Assessment results, conclude that students appear to learn very little during their college careers. The Thiel Foundation, grounded on the argument that higher education is a “bubble,” provides fellowships to young people who aim to develop their entrepreneurial skills by not attending a university. A state senator in Utah charges that institutions of higher learning often provide their students with “degrees to nowhere.” In the eyes of many, it would appear, colleges and universities have become the equivalents of America’s long-ailing auto industry: an overpriced, underproductive, inefficient, and defective enterprise.

Public scrutiny has risen and, as we might expect, a day of reckoning is likely

coming for higher education. In many states, it has already arrived. Are we on campus actively engaged in responses to these critiques, carefully defining our work and constructing thoughtful ways of demonstrating our contributions? Or do we sit back and wait for others to act for us? We need to be as pro-active as possible, responding to our administrators, accreditors, legislators, business leaders, alumni, and above all our students on the practical difference that higher education makes for individuals and for the nation.

Many initiatives are in place to study the state and functions of higher education. One of the most thoughtful set of proposals has come from an organization based in Indianapolis, the Lumina Foundation for Education. Lumina’s “Tuning USA” project, launched in 2009 (and, since 2010, co-supported by the William and Flora Hewitt Foundation) is a program of academic reform that scholars and administrators around the nation ought to consider for its practical – and perceptive – approach to the evaluation of higher education.

Lumina’s interest in expanding access to higher education (and success in academic attainment) has led the foundation to outline its “big goal”: to “increase the percentage of Americans with high-quality degrees and credentials to 60 percent by the year 2025.”ⁱ Lumina’s ambitious program does not merely set its sights on the *quantity* of degrees but also on their *quality*; and the foundation focuses its attention not merely on the courses that students may take but on the *skills and competencies* students derive from their education. The result is the Tuning USA program, an approach to higher education that borrows from the European Bologna Project of academic reform.ⁱⁱ

Tuning USA is best understood by contrasting its approaches to those of standard evaluation programs. In the past, most of us have confronted these questions when we are told by central admin-

istration to participate in institution-wide evaluations. Their calls are commonly sparked by a pending accreditation review on campus. At other times, we have to systematically evaluate academic work when our departments come due for an external review. Although some disciplines operate within a framework of certification standards (that monitor curriculum, instruction, and faculty), many other fields of scholarship without established external standards may look to their professional organizations for guidance.ⁱⁱⁱ Generally speaking, evaluation efforts have been top-down, starting with marching orders that central administration delivers to academic units. The evaluations are often one-size-fits-all, outlining similar questions and expectations for all departments. The work goes on mainly within the confines of the individual institution. The key players are administrators and faculty. The documentation produced is often dense and jargon-laden. And once the evaluation is done, the paperwork is shelved and forgotten. No wonder so many faculty members remain skeptical of the whole project.

The Lumina Foundation’s Tuning project stands apart from conventional evaluations of higher education in *TEN* major ways:

First, Tuning’s approach is *bottom-up* rather than top-down. The work starts with the people on the ground, the faculty who do the teaching and research at an institution, not with the people at the top in the administration of academe.

Second, Tuning focuses on *discipline-specific* evaluations rather than a single model of analysis. The program recognizes, for example, the profound differences in the work and contributions of sociology, engineering, and chemistry and avoids any attempt to analyze the disciplines by one, generic, model of evaluation.

Third, Tuning does not ask faculty within a discipline simply to describe

courses and credits within their program. Instead of concentrating on numbers and individual classes, faculty specialists are asked to explain the fundamental questions that inform all of the work in their field: what must students in their discipline *know, understand, and be able to do* in order to receive a degree? In other words, the Tuning program revolves around learning outcomes, skills, and competencies – rather than focusing attention primarily on course descriptions and credit totals.

Fourth, the language of the discipline descriptions must be clear and transparent, understandable not just to the graduate *leaving* a program but, most importantly, to the student *entering* a program. The “audience” for the discipline’s statement is the broader public, not the academic specialist.

Fifth, faculty need to apply the same level of clarity and accessibility to a related question: within a discipline, what distinguishes the learning outcomes for an associate degree from those of a bachelor’s degree – and from masters and doctoral degrees? In other words, how does a discipline “ratchet up” its expectations and standards as students move from one degree level to another?

Sixth, the evaluative work that faculty carry out cannot be isolated. Tuning insists that faculty engage in discussions with a wide range of “*stakeholders*” who have an interest in the work of higher education. That means faculty should consult with alumni, administrators, policy makers, and employers as they fashion the learning outcomes for their field. The purpose is not to have others define a discipline for us but to understand more clearly what those outside the academy expect and value in higher education.

Seventh, faculty within one department outline the outcomes for their discipline in collaboration with *colleagues at other institutions*. Tuning works best when it involves a conversation that cuts across different types of campuses with different types of educational missions, where faculty from two-year, four-year, and research institutions try to clarify their work, their audiences, and their expectations.

Eighth, while Tuning tries to assist the work of faculty, administrators, and accreditors, the main purpose of the program is to help *students* (and their parents) understand the expectations, standards, and prospects of higher education. Tuning aims to provide students with greater *clarity* -- in the way they should prepare for college, in what they should anticipate once they arrive on a campus, and in what they can expect to gain in terms of personal development, knowledge, skills, and competencies. Recognizing the various “points of entry” for students, Tuning also aims to provide smoother *transferability* (as students move from one institution to another) and greater *alignment of courses* as students proceed from two-year programs to bachelors and masters degrees.

Ninth, while Tuning helps create a clearer framework for understanding – and comparing – different scholarly disciplines, the program does not seek to standardize academic instruction and research. The work is designed to preserve two of the most important components of American higher education: *diversity and autonomy*. As Clifford Adelman, a key analyst of the Bologna Process and the Tuning project has noted, participants in the work “wind up singing in the same key—though not the same tune.”^{iv}

Tenth, Tuning is not a finished product but an *on-going process*. European colleagues have engaged in the work in over 40 different countries. Tuning projects are also underway in Latin America, Australia, and Africa. Academics in Indiana, Minnesota, and Utah engaged in the first round of Tuning USA. Now, colleagues in Kentucky, Texas, the American Historical Association, and the Midwest Higher Education Compact have joined the project. One of the most important and exciting features of Tuning is what may be termed the “lifelong evaluation learning” that teams of scholars have engaged in across national boundaries as we compare notes on the progress of our work, the obstacles we have encountered, and the promise that Tuning holds out for higher education. Some of the most important work in the coming year will focus on the road we have traveled so far and the proposals that colleagues create

for measuring the effects of Tuned disciplines.

Details of the U.S. program over the past two years – and overviews of the European project over the past decade -- may be found on the TuningUSA website (www.tuningusa.org/About/History.aspx). In the mass of information these reports contain, participants (and our foundation supporters) have recognized one overarching trend: Tuning contributes to a profound shift in the informing culture of higher education. Our attention focuses more on learning, on a student-centered academic environment, on the “outcomes” of higher education (more than academic “inputs”), and on continuous and reform-minded evaluations of our work (rather than sporadic and ineffective self-studies). Tuning reflects on what we do – and *projects* new paths for higher education to follow. ■

i Lumina Foundation, “The Big Goal,” http://www.luminafoundation.org/goal_2025.html

ii The key website for Tuning USA is: <http://www.tuningusa.org/> Several other websites provide succinct overviews of the Tuning project:

-From the Lumina Foundation: <http://www.luminafoundation.org/?s=tuning+usa&x=0&y=0>.

-From the American Council on Education: http://www.acenet.edu/Content/NavigationMenu/OnlineResources/Accountability/Tuning_USA.htm

-From Global Higher Ed: <http://globalhighered.wordpress.com/2009/04/28/tuning-usa-reforming-higher-education-in-the-us-europe-style/>

-From the Institute for Higher Education Policy: http://www.ihep.org/press-room/news_release_detail.cfm?id=164

iii In my own discipline, the American Historical Association has long provided tools that encourage its members to reflect on the larger meaning and significance of their field. The AHA has published guides on “Assessment in History,” reports on “The History Major and Undergraduate Liberal Education,” and suggestions on “Retrieving the Master’s Degree from the Dustbin of History.” Its organizational leaders, such as past president Gabreille M. Spiegel, have given members frank “heads-up” warnings about the ways a discipline may soon be “measured.” See: Gabreille M. Spiegel, “A Triple ‘A’ Threat: Accountability, Assessment, Accreditation,” *Perspectives on History* 46:3 (March 2008), <http://www.historians.org/perspectives/issues/2008/0803/0803pre1.cfm>. The AHA’s many publications focused on “Teaching Concerns” may be found online at: <https://www.historians.org/members/services/cgi-bin/msascartdll/productlist>.

iv Clifford Adelman, “Accountability ‘Light’: Our Version Is Going the Way of the Dollar vs. the Euro,” *Liberal Education*, 94:4 (Fall 2008), 8-9.

The Challenges We Face: A Comparison of American Indians and the Pavee

By Eileen Luna-Firebaugh
University of Arizona



The Pavee of Ireland and American Indians are indigenous peoples, engaged in the daily struggle for self-determination. For American Indians and the Pavee the primary colonizers have been the same, the British Empire, and subsequently those governments that took over from the British Empire, the Republic of Ireland and the United States of America.

The challenges faced by American Indians and the Pavee are also similar. These challenges include education, health care, housing, police services, and the criminal justice system. These challenges also include the struggle to be included in those systems that affect their lives.

While there are similarities, there are fundamental differences that affect the Pavee and American Indians. Foremost among these is the existence of treaties between American Indian Nations and the colonizers, and later the U.S. government, which serves as both an explicit and implicit recognition of tribal sovereignty. There are no treaties between the Pavee and the Irish Republic.

What does it mean to be Indigenous? Rigoberta Menchu Tum (Quiche Maya), recipient of the Nobel Peace Prize 1992, stated "We are not myths of the past, ruins in the jungle or zoos. We are people and we want to be respected, not to be victims of intolerance and racism." Oren Lyons (Onadaga Faith Keeper), stated "Our knowledge is profound and comes from living in one place for untold generations. It comes from watching the sun rise in the east and set in the west from the same place over great sections of time. We are as familiar with the lands, rivers, and great seas that surround us as we are with the faces of our mothers."

To be indigenous is legally defined under International law. The United Nations Declaration on the Rights of Indigenous Peoples was adopted by General Assembly Resolution 61/295 on 13 September 2007. It states "People who inhabited a land before it was conquered by colonial societies and who consider themselves distinct from the societies currently governing those territories are *Indigenous Peoples*. They have the right of Self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development."

The Pavee (also known as Irish Travelers, and historically as Tinkers) have been menders of pots and pans, recyclers of abandoned and cast off materials, traveling entertainers and carriers of an oral and musical culture that dates back at least 2000 years. Today they continue those roles and more. But they are now under siege by the dominant culture in the Republic of Ireland.

The Pavee have never been recognized as sovereign people by the Republic of Ireland. They are classified as one minority, among others. They have no land over which they have jurisdiction. Pavee organizations counted 36,244 Pavee in 2008 and estimate that this number is now approximately 40,000, or .09% of the Irish population (Fay, Ronnie, 2011). There are 564 federally recognized American Indian tribes in the United States, with a national representation of American Indians at just over 2,447,989, or 1.5% of the total (2000 Census, <http://www.census.gov/main/www/cen2000.html>). Approximately 60% of American Indians in the United States are urban-based.

As with American Indians, many Pavee do not participate in the National census so the official number is somewhat lower than that known to Pavee organizations. The 2006 Irish census determined that 20,975 Pavee dwell in urban areas

and 1,460 were living in rural areas. Using these official numbers, the Pavee national population amounts to just over 0.5%.ⁱ Some areas were determined by the census to have a higher proportion, with Pavee in Galway constituting 1.6% of the population. The national census numbers reflect that approximately 70% of the Pavee live in and around cities, with more than half living in just four counties: Cork (12%), Dublin (15%), Galway (11%) and Limerick (7%).ⁱⁱ

The Pavee are the indigenous of Ireland. They speak their own language (Cant /Gammon), they openly hold to their own traditions, and they resist Ireland's assimilative policies. Although their indigenous status is not yet recognized by the Irish Republic, they have begun to assert their interests in organized movements toward self-determination, an expansion of the concept of de facto sovereignty (Kalt and Cornell)ⁱⁱⁱ

SIMILARITIES AND DIFFERENCES BETWEEN AMERICAN INDIANS AND THE PAVEE

Education

There are significant problems facing American Indians in education, particularly at the secondary and post secondary levels. Almost 30% of American Indians (over the age of 25) have not completed a high school education as compared with 20% of the total population. One third of American Indians living in tribal areas do not have a high school education as compared with 20% of the total population. More than one half (55%) of American Indian youth fail to complete high school within 6 years. These rates negatively compare with the U.S. drop out rate for all students of 11% in 2000. Almost half (42%) of those American Indian students who did not complete high school were "pushed out" (i.e. removed from school through expulsion, suspension, or retention in grade). This can arguably be the result of discriminatory practices.

(Cross, 2008; Hartney, 2008; Clark, Ardy Sixkiller, 2002)^{iv}

According to the 2006 Irish Census, more than half (53%) of Pavee, over the age of 15 years, had either no formal education or only primary level. Only 15% of the Pavee over the age of 15 years completed their secondary education. Discrimination was cited by 62% as the reason for leaving school and included actions by teachers, and bullying and name calling by other students, as well as concerns about the long term economic advantages resulting from the achievement of education. (Fay, Ronnie, 2011)

Employment

American Indians have one of the lowest employment rates in the United States. Just over half (56.8 %) of all American Indians (over the age of 16) are employed, as compared with 70.7% of the total U.S. population. The unemployment rates on many reservations exceed 60-70%. Only one quarter (24%) of American Indians are employed in managerial, professional or office jobs, as compared with 34% of all workers (U.S. Census, 2000).

The employment situation for the Pavee is similar to that for American Indians. According to the 2006 Irish Census only 14% of Pavee aged 15 years and over are “at work”, compared with 53% of the general population of the same age. The 2006 Report of the Government’s High-Level Group on Traveller Issues, stated that the Pavee are discouraged from seeking mainstream employment by discrimination, hostility and the fear of rejection (Fay, Ronnie, 2011).

Criminal Justice Issues

Both American Indians and the Pavee experience extensive discrimination in the area of criminal justice. The *An Garda Siochana* (aka the Garda) is the Irish Republic’s national police force. The Pavee are subject to the police authority of the Garda, as American Indians are subject to the authority of United States Department of Justice. The Pavee are also subject to the civil and criminal authority of the Counties and to the local City Councils. This is similar to the

authority that PL 280 states have over Indian Country in the United States (67 Stat. 588 (1953)).

American Indians are over-represented in the criminal justice system:

American Indians are 2.9% of the local jail population in the United States, but only 1.5% of the general population.

The American Indian rate of incarceration in both prison and jails is 15 percent higher than the overall national rate. In 1997, 47% of American Indian offenders were confined in prisons or jails as compared with 32% of non-Indians.

One in twenty-five American Indians 18 or older is under some form of criminal justice supervision, which is 2.4 times the per capita rate for Anglo Americans and 9.3 times the rate for Asian Americans.

The Pavee have similar experiences with the Irish criminal justice system. The *All Ireland Traveller Health Study* confirmed:

Pavee are 0.9% of the Irish population but comprise 4.6% of the prison population.

The risk of a Pavee man being imprisoned was at least 5 times that of a non-Pavee man, and the risk for a Pavee woman was 18 times that of a non-Pavee woman.”

The study further established that non-Pavee received comparatively lenient punishment when they committed crimes against Pavee. (Fay, Ronnie, 2011)^v

ANALYSIS

American Indians and the Pavee are indigenous. They struggle for recognition from the colonizers. They struggle for inclusion into the governments of their countries and for self-determination. They each face significant criminal justice issues. They are largely urban, and most live under the authority of local or state governments. When one queries the two populations, five issues are most prominent:

- Concern about discrimination
- Recognition of indigenous nature of the population
- Quest for Self-determination
- Quest for Empowerment
- Desire for integration with power structure

CONCLUSION

Although American Indians and the Pavee are similar in many ways, there are great differences. These differences and similarities rely on various factors and all affect public policy development;

The existence or not of treaties,

The formal recognition of sovereignty and/or self-determination, and

The integration of the Indigenous peoples with the national and state legal structures.

However, the indigenous peoples of both Ireland and the United States have undertaken efforts to take responsibility for the provision of essential services, including criminal justice programs, other health services, access to transportation and shelters, and adequate housing, and to participate in the training of law enforcement personnel. These efforts are bearing fruit, which will enhance the quality of indigenous life, advance self-determination, and aid the development of de facto sovereignty (Kalt and Cornell). ■

i DEEGAN, DENISE. "Trapped by the Traveller code?". The Irish Times. Archived from the original on 2011-06-12. <http://www.webcitation.org/5zNfzJfBi>. Retrieved 2011-06-12.

ii Ó Riain, G. (1997) (ed.), *Travellers: Nomads of Ireland*, Dublin: Pavee Point Publications.

iii For more on the discussion of de jure and de facto sovereignty, see Stephen Cornell and Joseph P. Kalt, "Reloading the Dice", in *What Can Tribes Do? These authors set forth the fundamental premise that tribes have the right to make decisions that assert self-determination for themselves, rather than awaiting a court's determination of their right to undertake certain actions.*

iv Native Americans and Juvenile Justice: A Hidden Tragedy, Terry L Cross, Nov/Dec 2008, Poverty and Race; Native American Youth and the Juvenile Justice System, Christopher Hartney, March 2008, Focus—Views from the National Council on Crime and Delinquency; Social and Emotional Distress among American Indian and Alaska Native Students: Research Findings. EI Digest. ED459988, 2002-01-00 Clarke, Ardy SixKiller, ERIC Clearing House on Rural Education and Small Schools, Charleston WV.

v Fay, Ronnie, Irish Travellers and Roma Shadow Report, Pages 4,5, January 2011

All Ireland Traveller Health Study Team, *All Ireland Traveller Health Study*, School of Public Health, Physiotherapy and Population Science, University College Dublin, September 2010.

In Retrospect, From SSJ Editor

By N. Prabha Unnithan
Colorado State University

Written October 12, 2011



The end of 2011 brings you the last issue of Volume 48 of The Social Science Journal (SSJ) and will also

mark a transition. After six years at the helm of SSJ, I will be stepping down as Editor and the *Journal* will soon move out of its recent home in the Department of Sociology at Colorado State University in Fort Collins. The new Editor, who will take over with the first issue of next year (Volume 49, 1), is Scott Alan Carson, an economist in the School of Business at the University of Texas of the Permian Basin. The two of us, with help from our respective institutions, colleagues on the outgoing and incoming editorial boards, and the Executive Council of the Western Social Science Association (WSSA), have been busy this past summer and fall in ensuring a smooth transition.

In preparation for writing this farewell editorial, I went back and read the first one I wrote, which appeared in Volume 43, 1 in January 2006. [I realize I may be the only one who read it even when it was first published.] In that editorial, I laid out three principles that would undergird my years as Editor of *SSJ*.

First, I committed my colleagues at *SSJ* and myself to openness to diversity so that articles published in it were representative of all the social sciences. Second, I intended for us, in making editorial decisions, to pay attention to quality and innovation. Third, we dedicated ourselves to a fair and educational review process.

Others will judge how successful we have been in being faithful to these princi-

ples since we began in 2006. Personally, I believe that the *Journal* has made significant progress over the last six years based on our adherence to them.

First, we have made it a tradition for the Presidential Address from the previous year's WSSA Annual Conference (i.e., the ideas of scholars who, after years of academic service and accomplishments, were chosen by us to lead the organization) to be published as the lead article of the first issue of the following year.

Second, we published one special collection of articles in the area of Women's Studies, guest edited by Susan Barger and Priscilla Southwell, and one special issue on China's Economy, guest edited by Shunfeng Song. The articles published in these compilations highlighted several emerging and challenging areas for research and further analysis by all social scientists.

Third, we became more selective in what we published (our acceptance rate now hovers around 24% of submissions) and more than doubled our journal impact factor (which measures how many citations accrue to articles published) in the past six years. And we did this even as the number of articles submitted per year to *SSJ* since 2006 almost tripled. There is no doubt that the last (and the next point) has much to do with the successful implementation in 2008 of an online submission and review process which has speeded up the time needed to send in papers and for us to respond to their authors.

Fourth, it is also clear that *SSJ* is now an international journal in every sense of the word. Submissions and eventual publications come from every part of the world. Just in the first two issues of 2011 (Volume 48, 1 and 2) we published articles by authors located in Australia, Belgium, China, Croatia, Finland, Germany, India, Israel, Japan, New Zealand, South Korea

and Sweden, in addition to the U.S. At the same time, we have not forgotten our commitment to submissions that deal with issues that are specific to the Western region of North America.

Fifth, our published articles have generated discussion and debate which are the lifeblood of academe. We have published comments and replies on two of our articles and a comment on another is ready for publication. Further, research results from our articles have also found their way into the pages and websites of leading media outlets such as the New York Times and the Washington Post, among many others. [We have not, as far as I know, been mentioned in the Wall Street Journal. That, when it happens, according to Jack Hou, former President of the WSSA and an economist, will indicate that we have truly arrived. As a sociologist-criminologist, I am not holding my breath!] These celebratory facts are the result of the support, hard work and dedication of a number of people that I thank. At the editorial office, each of the Journal Managers: Carla Flanhofer, Chelsea (Booth) Schelley, Christine Wheatley and Susan Singley, has in turn, provided impeccable assistance with organizing the manuscript flow and in working with our publishing company, Elsevier. Various publishers at Elsevier and their staff have, without fail, helped make our editorial tasks easier and more efficient.

At WSSA, Larry Gould and Kate Herke have taken superb care of the business aspects of managing and publishing a journal.

I am grateful to Deputy Editors Stephen Mumme and Alexandra Bernasek for providing me with information about the nuances of submissions in research areas within their respective disciplines. I have depended on the willingness of eighteen Associate Editors, a group of established and promising social

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WSSA 54th Annual Conference Program Overview

Houston, Texas

April 11th --Wednesday

Continental Breakfast for
Executive Council
7:30 a.m.

WSSA Executive Council Meeting
8:00 a.m. to 4:00 p.m.

Conference Registration
3:00 p.m. to 6:45 p.m.

WSSA Welcoming Reception
All Attendees Invited
6:00 p.m. to 7:30 p.m.

April 12th --Thursday

Conference Registration
7:30 a.m. to 5:00 p.m.

Concurrent Panel Sessions
8:00 a.m. to 6:00 p.m.

Publishers' Book Exhibit
8:00 a.m. to 6:00 p.m.

Coffee Break
9:15 a.m.

Coffee Break
2:30 p.m.

April 13th -- Friday

Conference Registration
7:30 a.m. to 5:00 p.m.

Continental Breakfast
All Attendees Invited
7:30 a.m. to 9:30 a.m.

Poster Session
8:00 a.m. to 9:30 a.m.

Publishers' Book Exhibit
8:00 a.m. to 6:00 p.m.

Concurrent Panel Sessions
8:00 a.m. to 6:00 p.m.

Presidential Luncheon
WSSA President
Victor Heller
Ticketed Event
11:30 a.m. to 1:30 p.m.

Coffee Break
2:30 p.m.

WSSA Business Meeting
4:30 p.m. to 5:00 p.m.

Section Coordinators Meeting
*All Current and New Section
Coordinators Are Required to Attend*
5:00 p.m. to 6:00 p.m.

April 14th --Saturday

Conference Registration
7:30 a.m. to 12:00 p.m.

WSSA Executive Council Meeting
8:00 a.m. to 12:00 p.m.

Publishers' Book Exhibit
8:00 a.m. to 1:00 p.m.

Concurrent Panel Sessions
8:00 a.m. to 6:00 p.m.

Coffee Break
9:15 a.m.

WSSA President's Reception
All Are Invited
Music and Refreshments
6:30 p.m. to 8:00 p.m.



Western Social Science Association
c/o Larry Gould, Chief Executive Officer
Northern Arizona University - Yuma Campus
P.O. Box 6236
Yuma, AZ 85366-6236
SBS 1100

Submissions Welcomed

The WSSA News accepts proposals for articles from members. Acceptance for publication is at the sole discretion of the editor. "Articles" refers to pieces ranging from one or two paragraphs to one or two pages; topics should be matters of general interest to a wide variety of social scientists. We also encourage members to submit 1-3 sentence notices, acknowledging the accomplishments of other members, for the "Kudos, Laurels, and Milestones" column. See <http://wssa.asu.edu/activities> for copies of past issues and for submission guidelines. ■

Reminder: Voting Deadline

The Association has a strong slate of candidates for the 2012-2013 WSSA Executive Board. According to our constitution, the current President-Elect, Vic Heller of the University of Texas at San Antonio, will assume the position of 2012-2013 WSSA President at the end of the 2012 conference, and our current President, Gil Fowler of Arkansas State University, will take up the duties of the Immediate Past President. According to precedent, the nominees for the other positions were announced during the annual fall meeting of the current Executive Council. Ballots were mailed to all members, along with biographies of the candidates.

The voting deadline is February 28, 2012.

Prabha Unnithan, Colorado State University in Fort Collins, was nominated for Vice President. The six Executive Council nominees, for the 3 available positions, were Reynold Nesiba, Augustana College; Kristina Lybecker, Colorado College; Mary Jo Tippeconic Fox, University of Arizona; Anthony Amato, Southwest Minnesota State University; Stephen Edwards, University of Montana-Missoula; and Monica Gallamore, Marquette University.

The successful candidates will take up their new positions at the end of the 2012 conference, and their contact information will appear on the WSSA website "Officers" page shortly afterward. ■