



WSSA NEWS

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Scholarship - Service - Collegiality

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President's Soapbox



Dear WSSA Colleagues,

As social scientists, each of us sees the world through the questions we ask, and we may become blind to the questions we don't ask. The "how" questions we ask in order to meet the daily challenges of practicing our disciplines tend to have this quality. They assume that the "what" and the "why" questions have been successfully addressed. On a front porch, in a more open and relaxed setting, the more powerful "what" and "why" questions naturally come to the surface and call us into true inquiry and a dialogue into possibility.

If we visualize the power of each level of questions through the metaphor of a tree, we can see that for every social issue there are branch questions, trunk questions and root questions. Too often we assume that everyone has a common understanding of the root and trunk questions, and we can therefore focus on the "how" branch questions and on finding their answers. But what are the root questions from which differing opinions about social issues have emerged? And at the academic level, what are the root questions about our disciplines and academic communities? What are the questions that matter?

The Western Social Science Association's annual conference in Salt Lake City was a success in addressing questions that mattered! Questions that mattered to us as academicians and practitioners, and to society at large. Paper presentations at the conference were places for us, as social scientists, to examine the root, trunk and branch questions of our day. These questions challenged us to explore. What if we were to begin to see through a different set of "eyes" or questions? What if our various disciplines could better understand each others' mindsets and see constructive synergies through the lens of inter-

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Houston, We Have a Conference

The WSSA has had a couple of landmark conferences recently. In 2007, we had our first ever conference in Canada. Calgary, Alberta, welcomed us with open arms and remarkable generosity. In 2008, we celebrated our golden anniversary in Denver – a fitting location given that it was the 150th anniversary of the start of the Colorado Gold Rush.



And now in 2012, we will be meeting in Houston, the farthest east location ever, only 90 miles from the Louisiana border, where the West meets the South. Come be part of this !

STUDENT CORNER Surrounded by Truth-seekers

By Amy L. Hitt



I am not the same person I used to be. In elementary school and on through junior high and high school, I was terrified of public speaking. Public speaking was not a big part of my K-12 experience, but there typically was an annual oral book report. For weeks before my report, I would fret and worry until

I made myself sick. Even in college while pursuing my undergraduate degree, I was not a big fan of standing up in front of the class. I did okay in oral communications class, but it did not transform me into a comfortable speaker. And now, as a non-traditional mass communications graduate student, I am still uncomfortable talking in front of a group of people. If I had only known that paper presentations were such a big part of graduate school, I might never have enrolled!

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Student Professional Development

Board Actions

by Kate Herke, Louisiana Office of Student Financial Assistance



By the end of the year, the Executive Director will notify Elsevier that we will call for proposals from them and other providers for a *Social Science Journal* contract, and a Journal Contract Committee will be formed to review the proposals and make a recommendation to the Council.

The Section Coordinators handbook will be updated for the next conference. Discussion of ways to bolster the roles of Section Coordinators produced a number of suggestions, which will be further considered at the next meeting.

A number of changes were suggested and approved. Chris Brown will lead in implementing the changes to the Student Paper Competition.

Hereafter, recognition of the student papers will take place at the Presidential Luncheon.

Approval was granted to change the name of the Human Communications section to Communication Studies.

Gil Fowler and Vic Heller will look into the possibility of creating a giving opportunity for a local cause at each conference.

Larry Gould will work with a graphic artist to create a lapel pin for the WSSA.

Gil Fowler, Jack Hou, Nina Burkhart, Diane Calloway-Graham, and Jim Peach will form the nominating committee for next year's officers.

The Association will purchase two more projectors to be available for checkout at conferences.

The Friday morning breakfast time will run from 7:00am to 8:30 or 9:00am at the next meeting, to allow more attendees to both enjoy the breakfast and attend sessions.

The nametag requirement seems to be fulfilling its function, and will be retained.

Work on improving the logistics for cross-listing sections will be continued.

This year's canvassing of moderators to determine attendance at sections went well and will be continued next year.

WSSA NEWS

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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 *Surrounded by Truth-seekers*

By Amy L. Hitt

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And so, how am I not the same person I used to be? Well, although I still do not look forward to public speaking, at this point in my life, I no longer fret and worry ahead of time. In fact, it seems I barely prepare at all. It is like I prefer a baptism by fire approach. Since I am not comfortable, why not make it worse by flying by the seat of my pants?

When I found out I had two papers accepted at the 2011 Western Social Science Association conference in Salt Lake City, Utah, I was excitedly terrified but was able to successfully put the whole thing out of my mind for weeks. In fact, other than making my travel arrangements, I put it so far out of my mind that I completely forgot about the presentation practice my professors had arranged for the group of students from my university presenting at the conference. Having been reminded minutes before the practice, I begged out of the presenting but sat and watched the presentations. I watched while my professors rigorously tested my peers' papers, and I thought to myself, oh boy...is that what the WSSA conference is going to be like?

A week before my trip I created my PowerPoint. I went over my presentation on the plane as I flew to Salt Lake City. And after only four hours of sleep, I stepped foot, bright and early, at the conference hotel.

It seemed to me that day, at least in the mass communications section of the conference, that people stayed within their

disciplines. As far as I could tell, all of the audience members in my salon were somehow connected to and interested in mass communications. And as fate would have it, the paper which was presented right before my first presentation was co-written by one of the men who had discovered the very theory my paper was about! My knees began to shake even more.

To my surprise and delight, my first paper presentation was warmly received. Scholars in my very field acknowledged my ideas and gave me helpful suggestions. Not only did I learn a lot from the other presentations, I learned a lot from the insightful discussions that went on afterwards. I felt no sense of competition but rather a sense that I was surrounded by truth-seekers, who were not concerned about who found it first but only desired that the truth be found. And, I realized that it was not about me at all. It was not about how I delivered the message. It was simply about the message. All of the faces were basically interchangeable...only the ideas mattered. And, it is that type of selflessness that assists social scientists around the world in their continuing quest to build the knowledge base.

My first WSSA experience was a very good one, and I look forward to many more. And, the moral of this story is...as long as I have the right message, my speaking ability or lack thereof does not really matter.

President's Soapbox

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disciplinary teaching, research and service opportunities? What if we could grow a more vibrant and healthy social science community? What more could each of us be?

Thank you for supporting the WSSA Annual Conference in Salt Lake City and making it such a great success. I invite you to join your colleagues in continuing this exploration of questions that matter in Houston, April 2012.

Best Regards,
Vic Heller WSSA President, University
of Texas at San Antonio

Publisher Search for *The Social Science Journal is Underway*

By Larry A. Gould, Executive Director



The Executive Council of the Association is conducting a search for the next publisher of *The Social Science Journal*. The current contract with Elsevier ends with the last issue of the Journal in 2012. While the Council feels that the Association's relationship with the current publisher, Elsevier, is in excellent order, it is always a good business practice to consider other sources for the publication of the Journal.

A call for proposals has been sent to a number of publishing houses, with an invitation to attend the Fall Planning Meeting of the Executive Council in Houston, this September. A sub-committee of the Council will review the submissions, reporting its finding to the Council in November of 2011, with a final decision to be made by the Council at the April Meeting in 2012.



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The Texas Rangers and the Indians

by Eileen Luna-Firebaugh



The United States government has found over time that the use of one American Indian tribe to police another tribe is a useful tool, one that has continued throughout the history of the Bureau of Indian Affairs Law Enforcement Service.¹ As Wilcomb E. Washburn wrote "The Army's success in pacifying most of [the Apache] depended on enlisting warriors from one band to track and fight against those of another."² Prof Washburn further noted that "Indian police and courts were created in large measure for the purpose of controlling the Indian and breaking up tribal leadership and tribal government."³

An act passed by the Texas legislature, dated June 12, 1837, authorized Ranger companies to employ members of "friendly" tribes -- usually including the Choctaw, Cherokee, Shawnee, and Delaware -- as scouts and spies. Detachments of Indians served alongside Anglo and Hispanic Ranger companies. Their knowledge of the land and fighting tactics of other tribes proved invaluable to the Texans.

Other Tribes, predominantly the Lipan Apaches and Tonkawas, frequently accompanied Ranger companies into the field. These tribes had been traditionally in conflict with the Comanche. For the Lipan, an alliance with the Texans was important in protecting them from their main enemy, the Comanches. Castro and Flacco, Lipan chiefs, became valued leaders and captains of their own companies.

Placido, a Tonkawa chief, often served with the Rangers as a scout from the days of the Republic through the 1850s, including at the battle of Plum Creek in 1840. However, as the tribes relocated or were removed from Texas, Indian involvement in the Rangers decreased.⁴

The history of the Texas Rangers began with duties to "range" over wide

areas so as to scout the movements of the renegade Indians. The six Ranger Companies, known as the Frontier Battalion, served primarily in the protection of the settlers from hostile Indians until 1881, when the last Indian battle was fought at the Diablo Mountains in the far west regions of Texas.⁵ Following the annexation of Texas in 1846, the Texas Rangers were commissioned to serve as agents of law enforcement. The Rangers were responsible for dealing with all non-Indian miscreants, as well as with Indians, particularly Comanche and Kiowa, who had raided white settlements and other Indian tribes. The Comanche were ultimately restricted to Fort Sill, in Indian Territory.

Reservation rations were scarce and often delayed. The people were starving. The Comanche often left the reservation to hunt, sometimes with duly authorized permits to do so and often without. They also continued to skirmish with frontier towns and settlements, to the consternation of law enforcement. To deal with Comanche incursions into Texas, the Rangers enlisted the support of the Lipan Apache and the Tonkahu. The conditions of the relationship between the tribes and the Federal government were spelled out by the Federal government. None of the Indian languages -- such as Tonkawa, Apache and Waco -- existed in written form. Indian recruits, unless they had learned Spanish in mission schools, were illiterate. They usually signed the enlistment rolls with a mark and had to rely on whatever an enlistment officer from another culture wrote down as their name and simply accept what was said regarding the conditions of their employment.⁶

These tribal members were used as policing forces, as well as spies, to help in the apprehension of the Comanche and Kiowa who had left Indian Territory.⁷ On occasion, influential Comanche were

commissioned to search for and bring back to Fort Sill bands of Comanche who had stolen horses and left the reservation.⁸ These Comanche who assisted the Rangers generally did so in order to help keep the peace and to preclude the Rangers from retaliation against all Comanche.

There is no question that the Texas Rangers used the Indian rangers to their own advantage, against other Indians. Often these Indian rangers were not considered the equal of Anglo-Europeans. Even so, the Indian rangers made an impression on the government. The murder of Lipan Apache Ranger Flacco in late 1842 prompted President Sam Houston to write the following letter to Flacco's father. Houston's tribute to the slain Lipan is evidence of the respect Flacco had earned among many Texans. It is also a reflection of the president's eagerness to maintain a peaceful relationship with the tribe.⁹

TO THE LIPANS IN MEMORY OF THEIR CHIEF, FLACCO

*Executive Department, Washington,
Texas, March 28, 1843.*

My Brother:--

*My heart is sad! A cloud rests upon
your nation. Grief has sounded in your
camp; the voice of Flacco is silent. His
words are not heard in council; the chief
is no more.*

*His life has fled to the great Spirit, his
eyes are closed; his heart no longer leaps
at the sight of buffalo. The voices of your
camp are no longer heard to cry "Flacco
has returned from the chase."*

*Your chiefs look down upon the earth
and groan in trouble. Your warriors weep.
The loud voices of grief are heard from
your women and children. The song of
the birds is silent, the ears of your people
hear no pleasant sound, sorrow whispers
in the winds, the noise of the tempest
passes, it is not heard.*

Your hearts are heavy. The name of Flacco brought joy to all hearts. Joy was on every face, your people were happy. Flacco is no longer seen in the fight, his voice is no longer heard in battle, the enemy no longer makes a path for his glory. His valor is no longer a guard for his people. The might of your nation is broken.

Flacco was a friend to his white brothers. They will not forget him; they will remember the red warrior. His father will not be forgotten. We will be kind to the Lipans. Grass will not grow on the path between us. Let your wise men give counsel of peace, let your young men walk in the white path. The gray headed men of your nation will teach wisdom.

[Signed] Thy brother, Sam Houston.

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¹Parts of this article were taken from "Tribal Policing: Asserting Sovereignty, Seeking Justice", Eileen M. Luna-Firebaugh, University of Arizona Press, 2007 Chapter

²Id., Barlow, p. 141, quoting David Roberts, "Geronimo," National Geographic 182: no. 4 (October 1992):58.

³Id., in Barlow, p. 147.

⁴Texas Ranger History: Rangers of the Republic of Texas. http://www.texasrangers.org/history/Rangers_Republic

⁵Texas Ranger Law Enforcement Assn, <http://www.texasrangers.org/history>

⁶Texas Ranger Hall of Fame and Museum, http://www.texasrangers.org/ReCenter/hispanic_indian-rangers

⁷See, for example, archives of the Center for American History, University of Texas, Austin, letter to General Sam Houston, dated June 10, 1860, from S.A. Blain, U. S. Agent, and Special Order #34, from the Secretary of War, to Lt. Col. A. Clendennin.

⁸See, for example, archives of the Center for American History, University of Texas, Austin, letter to Adj. Gen. of Texas John B. Jones from Moses Wiley, Wheeler County Attorney, dated August 14, 1879.

⁹Texas Ranger History: Rangers of the Republic of Texas. http://www.texasrangers.org/history/Rangers_Republic

"The Value of Competing"

Christopher Brown, Vice President of the Western Social Science Association (WSSA)



As noted elsewhere in this newsletter, the WSSA is happy to issue a call for papers for the 2012 WSSA Student Paper Competition. A successful competition requires an active competition, and we ask our members to work actively in recruiting students to write and submit papers, providing guidance and motivation to students as they work up their papers, assisting students in submitting, and providing an endorsement as noted in the call for papers. Thank you in advance for your assistance.

Based on our experience the last few years, we have made some changes to the competition guidelines, and we note the main changes below:

Development of a multiple author category – Many institutions are advocating a collaborative research model that encourages students to work in teams, and this has generated an increasing number of multiple authored papers. Accordingly, we will review and evaluate any such papers we receive in a separate category, yet according to the same guidelines we use for other papers. As always, papers co-authored with faculty advisors or post docs are not acceptable for the competition.

Enhanced Recognition of Honorable Mentions – The very nature of this competition yields one winning paper in each category. However, the very high qual-

ity of papers submitted has generated a very healthy competition among many fine papers. Accordingly, we have established Honorable Mention Awards for each category to recognize high quality papers. Winners of Honorable Mention Awards will receive a Certificate of Honorable Mention, which also includes a \$100 cash award and free conference registration.

Enhanced Conference Support for Winners – As noted in the call for papers, winners of the student paper competition are expected to attend and present their paper in order to receive their cash award, and the WSSA has set aside funds in support of conference travel. In addition to the cash award of \$500, winners in each category will also receive one room/2 nights free lodging at the conference hotel, and conference registration.

"To compete or not to compete?"...this is the question! – We are aware of the many demands that face graduate and undergraduate students, and the question of "to compete or not to compete?" cannot help but surface. Why should students facing many demands take the considerable time and expend the energy necessary to compete? Below, I offer some perspective based on past competitions that I hope will get students to "join the fray."

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Mentorship

By Theodore Ransaw, University of Nevada - Las Vegas



As a beginning professional, one of the hardest things I had to get used to was to remember I'm supposed to be in charge.

Sure, I have to do what my dean or chair assigns me to do. But other than that, I'm the one students come to seeking advice and/or counsel. To be honest, I wasn't ready for this type of responsibility. Writing, teaching, the journal submission process, I've been trained for those, but mentoring? I had no clue. Recently in one of my classes, Afro-American Masculinity, a group of my students were so inspired by a guest speaker they volunteered to help guide seven boys, at a low performing elementary school in an at-risk neighborhood, to graduation readiness. And just like that, a mentorship program was born.

At first glance, this seemed like a no-brainer. All of my colleagues were saying things like, "A mentorship program at an inner city school to help at-risk kids? I think it's a great idea!" But what exactly were my university students going to do when they got to the elementary school to mentor? What were the intended outcomes? How were we going to handle the scheduling, and most important of all, did the students in my university class know how to handle a classroom full of elementary school boys?

And what does mentorship mean, anyway? Being a good mentor means doing more than just showing up. Mentorship can be defined as assistance from influential or significant people to achieve life goals (Torrance, 1984), or as a person who teaches, counsels or inspires. Treffinger (2003) conceptualizes mentorship as established from high expectations with mutual benefits to both the mentee and the mentor. A good mentor has even been described as someone who "lead[s] students on a journey that forever changes the way in which they think, act and consists of different diverse

experiences" (Zipp & Olson, 2009, p. 9). "Typically, there are [at least] three types of mentoring programs: (a) educational mentoring, (b) career mentoring (c) and personal development mentoring" (Grantham, 2004, p. 233). I feel that mentorship is defined as a longitudinal support for both the mentee and the mentor with measurable goals and objectives, which in turn foster and encourage leadership.

I quickly created a few permission slips, outcome guidelines and a meeting observation schedule for assessment, and the mentorship program was off to a great start. But here is where I realized that I'm supposed to be in charge. I felt as if I needed to give my university student mentors something more concrete, something more substantive, to help them accomplish as many positive things as they could during the time they spent with their mentees. In a sense I needed to mentor my student mentors. So I did an Academic Premier search for mentorship models. There were only 19 articles, none of which were specifically related to mentor mentee relationships outside of administration, health care professional or professional business development. So what did I do next? Well I did what I was trained to do. I searched for as much information about mentorship programs as I could find and developed my own mentorship model based on my findings.

The next thing I knew, I began to incorporate all of my positive experiences I had as a member of the W.S.S.A. At the first conference I went to, in Phoenix six years ago, the section members invited me to a campus visit to ASU and afterwards we went out for dinner. At that dinner I learned more about how to navigate the academy than in any class I had in grad school. I also clearly remember my experience as a W.S.S.A section coordinator. On that first official day as a coordinator, council members, former W.S.S.A. presidents and even the conference manager were quick to say a warm hello, and give a friendly smile. But, more importantly they talked to me. I mean really talked to me, in a informal way that

helped me be a better section coordinator, but also in a way that helped me understand how to navigate the politics at my own institution. In other words, they mentored me. And they continue to do so today. So I then combined all of that information of the sustained mentorship experiences I have had at the W.S.S.A., into my own mentorship model.

Research posits that most mentorship experiences often fail because of a mismatch between the expertise of the mentor and the needs of the mentee, or a failure in the structure of the relationship between the mentor and mentee in regards to transmitting information, and/or a failure to establish a systematic long-term method for engagement (Hiley, 2010). In other words, mentoring requires both presence and consistency (Ford, Harris, & Schuerger, 1993) for it to be effective. In short, mentorship requires structured leadership.

Also, mentor relationships typically deteriorate because mentors fail to commit to the time and effort needed to make a difference (National Urban League, 1992). In addition to understanding the value of participation outcomes, mentors need to be aware of participation competence expectancy and participation outcome expectancy (Ford, Harris, & Schuerger, 1993). That requires planning.

Clark, 1995, asserts that mentors must help mentees create a plan of action or "future" plan, know all relevant support services such as campus counselors, health groups or support services, and have an awareness of written and unwritten rules pertinent to academic success. This includes knowing how to negotiate bureaucracy, how to build and establish allies, and how to teach mentees how to read and transmit social cues. It is also helpful to facilitate campus tours, library tours, and classroom visits, to go to lunch with mentees and to make encouraging phone calls (Clark, 1995) or even text messages. While participating in a program may mean an increase in the chance of getting into college, mentees need help balancing the negative social pressures



of additional homework and time studying against time spent with friends (Grantham, 2004). Ford, Harris, & Schuerger (1993) assert that interviews with former mentees can also help reveal ideas for program improvements. Mentors can also increase effectiveness by mentee evaluation (Clark, 1995).

This opinion is supported by research from the Quinsigamon Community College in Worcester, Massachusetts that asserts comprehensive assessment of mentoring programs can improve mentor satisfaction, provides 91% increase program persistence in completing their program of study as well as fosters 30 % improvement in academic performance (Clark, 1995). Mentorship also has extrinsic benefits outside of educational goals.

For example, extant research on mentoring indicates that individuals with mentors receive more promotions, have higher incomes, (Dreher & Ash, 1990), report more career satisfaction (Fagenson, 1989; Turban & Dougherty, 1994) and mobility (Scandura, 1992) “than those who do not participate in mentor-protégé relationships” (Schrodt, Cawyer, & Sanders, 2003, p. 17). Not only a more rewarding and thusly more enjoyable experience, the mentor relationship helps a new faculty member become adjusted. “The newcomer must become acquainted with the department’s culture as quickly as possible in order to avoid making serious errors in his or her dealings with people who have been in the department for a longer period” (Vangelisti, Daly, & Friedrich, 1999, p. 533).

That to me is what the W.S.S.A. is all about: leaders helping others to become leaders.. From the conference presenters, to the section leaders and even the council members, the W.S.S.A. is consistent no matter what city we are in. Even the conference registration section mentors a whole new generation of graduate students into becoming future academic leaders and conference members.

The most successful mentorship programs are the ones where there are clear expectations for both the mentor and mentee (Ford, Harris, & Schuerger, 1993). Our section coordinators work in conjunction

with the executive board to help make the best possible experience for our conference participants. Every W.S.S.A. member is committed to collegiality and professionalism. Unlike other mentor relationships that typically deteriorate when mentors fail to commit to the time and effort needed to make a difference (National Urban League, 1992), the W.S.S.A. is defined by its service to others in a collegial manner. That requires leadership. And like good leadership, mentorship can also be formal and informal. Scheduled meetings do provide structure and necessary formality needed in any relationship. However, a quick bite to eat helps break monotony and can foster rapport and bonding. Both opportunities can be found at every W.S.S.A. convention.

I guess what I’m trying to say is two things. The first is that mentoring requires some sort of formality where both the mentor and mentee hold each other accountable, with clear objectives and expectations. The mentee has to have some type of goals and intended outcomes. The mentee also has a responsibility to identify needs and not just sit back and wait for a mentor to find them. The second thing is that mentorship can also be informal. A quick conversation over lunch can really help not only build rapport between a mentor and mentee, but can also dispense information in a short amount of time. The W.S.S.A. conferences are a great place to find prime examples of mentorship, both formal and informal. Whether it’s your first time, or you’ve been a member for over 20 years, the W.S.S.A., by its very commitment to interdisciplinary scholarship, service, and collegiality, is a place for mentorship, where your mentors continue to be mentees and vice versa.

Oh, and my mentorship program? Well so far it’s going well. I just received a \$2,500 grant to start the program with plans to expand and include it as part of the actual class syllabus and curriculum this spring. A project like this would not have gone off as smoothly had I not been a member of the W.S.S.A. and modeled my mentorship based on the great leadership I received as a mentee.

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“The Value of Competing”

Christopher Brown, Vice President of the Western Social Science Association (WSSA)

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“Nothing motivates like a high level commitment!” – When I was working on both my Ph.D. and M.S. degrees, I was trained that sharing one’s research is part of our responsibility as junior scholars, and if you “submit and commit, you better make the party!” In both cases, I worked hard on my research, committed to attending professional meetings to present my work prior to defending my thesis and dissertation, and then made the show! The commitment I made to the academy and my fellow presenters clearly motivated me to do good work, write up a solid paper, and present in front of my association. The presentation itself was a perfect dry run prior to defending in front of my committee, and I got great ideas from the sessions.

“Networks are most likely more important to our careers than the calculus!” One of the things I simply LOVE about the WSSA is the open and welcome nature of the group, and I have benefitted from this greatly in the 15 plus years I have come to meetings and presented. Yes, we need to “know our stuff” to be successful, and this means having a solid grasp of our area of interest, the techniques and tools we deploy, and how this “thing called science” is done. That said, the relationships I have built through my WSSA experience have been invaluable to me in the success I have achieved as a scientist and scholar, and these relationships began and then later blossomed through attending the WSSA. If you are going to come to the meetings and share your work with your peers and mentors, competing with peers makes for a richer experience that cannot help but build valuable relationships.

“Competition helps sharpen the blade, and we all benefit!” – By its very nature, competition makes us work harder to do better. Whether this is “on the court” in the games we play, or in our professional efforts, striving to do your best to be the best helps us to excel. Conducting science and completing the work we all do to earn our degrees is no exception. The quality of the papers I have had the pleasure to read over the years in judging student paper competitions is clear evidence that “sharpening our blade” through competing with our peers makes for better scholarship and science.

“This is fun....pure and simple!” – Working hard to do good research, write up our results and present to our peers and mentors is what research is all about, and it is a rich and enjoyable experience. So.... “the water is fine, jump on in, and join the 2012 WSSA Student Paper Competition!” I hope to see your papers in my inbox by 15 January 2012 and to meet you in Houston in April.

Session Discussions: That Special Time

By Les Alm, Boise State University



They are at the heart of academic conferences—individual sessions where several scholars present their findings in a group setting, usually in the form of 15-20 minute oral presentations, followed by a discussion period that allows audience members to ask questions and express their thoughts and ideas. Of course, for the presenters, the hard work occurs prior to the conference, preparing their papers and presentations. However, for the members of the audience, the hard work begins when the formal presentations are complete and the discussion begins.

The presenters have had their say, making their best efforts to convince the audience of the value and importance of their findings. The moderator looks up and asks the audience, "Are there any questions?" The special time has begun. Audience members offer up constructive criticism, faint praise, or simply ask straight-forward questions about methods, substance, or theory. As the discussion heightens, one senses the anticipation, the genuine interest, and the excitement, that suddenly encompasses the session. Contributions come from everyone in the room, as ideas flow openly and freely.

In the end, it is the discussion that follows the formal presentations that defines the success of the sessions, and the conference as a whole. And those who are attending the annual Western Social Science Conference for the first time will find out what regular attendees have known all along: the discussions at this conference are very special, offering dynamic, meaningful, and lasting memories.

New Editor of *The Social Science Journal*

By Larry A. Gould, Executive Director

The Executive Council of the Western Social Science Association has concluded its search for the new editor of *The Social Science Journal*.



Scott Carson

We are pleased to announce the appointment of Scott Carson, Professor in the School of Business at The University of Texas of the Permian Basin, as the new Editor. Dr. Carson has a doctorate in Economics and is also a research fellow at the University of Munich's Center for Economic Studies. He has been a member of WSSA since 2003 and has been an associate editor for the *Journal* since 2007. In 2006, Dr.

Carson became an editorial assistant with the *Journal of Economics and Human Biology*

Dr. Carson will assume his new duties as the Editor of our journal on January 1, 2012. He is already fast at work with N. Prabha Unnithan on the transition of leadership.

The Council would like to extend a warm welcome to Dr. Carson, as it also expresses our heartfelt gratitude and sad goodbye to Dr. Unnithan. Under Dr. Unnithan's leadership The *Journal* has considerably (?) improved its standing in the academic community. In particular, the Impact Factor of The *Journal*, under Dr. Unnithan's leadership, has continued to increase significantly in recent years.

Thank you, Prabha, and welcome, Scott!

Poster Session to Debut at Houston Meeting

Tom Isern,

University of North Dakota Professor of History & University Distinguished Professor

Director, Center for Heritage Renewal



For the first time, the Western Social Science Association will host a scholarly poster session at its annual meeting in Houston, April 11-14, 2012. WSSA council member Theodore Ransaw, of the University of Nevada, Las Vegas, is the coordinator for this initiative.

"The intent of the poster session is not to detract in any way from our scholarly paper sessions," explains Tom Isern, president elect and general coordinator of the conference program. "The appeal of it is to graduate students pursuing theses and dissertations, or to any other scholars with work-in-progress. We believe this additional venue for participation will bring new scholarship, and more scholars, into the

WSSA."

"Participants still have to be physically present to introduce their research," explains Ransaw. "Poster presentations are a wonderful way to communicate information for both quantitative presentations that may have formulas or detailed steps and qualitative presentations that focus on process such as logic models. In other words, the WSSA poster presentations are another way to support member scholarship."

For further details, and contact information for proposing a poster, see the WSSA website.

Emancipation Proclamation

January 1, 2013, will be the 150th anniversary of the issuance of the Emancipation Proclamation. In celebration of this event, the National Archives will be including in its traveling exhibit *Discovering the Civil War* a rare showing of the original Emancipation Proclamation at each of the three chosen exhibit sites, limited to 3-days or 36 hours to protect this fragile but treasured document.

The groundbreaking exhibit *Discovering the Civil War* peels back 150 years of accumulated analysis, interpretation, and opinion to take a fresh look at the Civil War through little-known stories, seldom-seen documents, and unusual perspectives. *Discovering the Civil War* presents the most extensive display ever assembled from the incomparable Civil War collection of the National Archives. "We are pleased to share this important and historic exhibition more broadly," said Archivist of the United States David S. Ferriero. "The Henry Ford, the Houston Museum of Natural Science, and the Tennessee State Museum venues will enable many more thousands of people to share the discoveries about the Civil War revealed in the records of the National Archives."

Each venue will also present related special events and programming. *The exhibition was created by the National Archives and the Foundation for the National Archives.*

Discovering the Civil War travelling exhibit venues:

The Henry Ford Museum, Dearborn, Michigan

20900 Oakwood Blvd., Dearborn, MI 48124-5029

<http://www.thehenryford.org>

May 21 - September 5, 2011

Special display of the original Emancipation Proclamation, June 20-22, 2011

<http://www.thehenryford.org/events/discoveringCivilWar.aspx>

The Henry Ford, located in Dearborn, Michigan, is known as the nation's "largest indoor-outdoor history museum" complex, and attracts over 1.6 million visitors a year. Named for its founder, the automobile industrialist Henry Ford, and based on his desire to preserve items of historical significance, the museum began with Ford's personal collection of historic objects. The 12-acre complex now houses an array of famous homes, machinery, exhibits, and Americana, including the chair President Abraham Lincoln sat in during the production of *Our American Cousin* at Ford's Theatre when he was assassinated on April 14, 1865.

The Houston Museum of Natural Science, Houston, Texas

5555 Hermann Park Drive, Houston, Texas, 77030

<http://www.hmns.org>

October 14, 2011 – April 29, 2012

Established in 1909, the Houston Museum of Natural Science in Texas is an expansive, multi-story science center that welcomes over two million visitors a year to experience the natural world through exceptional permanent galleries as well as unparalleled world premiere exhibitions. In addition to *Discovering the Civil War*, other museum special exhibitions include *Terra*

Cotta Warriors and the upcoming *Treasures from the Hermitage: Russia's Crown Jewels*.

Tennessee State Museum, Nashville, Tennessee

505 Deaderick Street, Nashville, TN 37243-1120

<http://www.tnmuseum.org>

February 12-September 2, 2013

Founded in 1937, the Tennessee State Museum starts from pre-colonization and goes through the 20th century, with a special focus on the American Civil War, the Frontier, and the Age of Jackson. The museum's collection of uniforms, weapons, and battle flags from the Civil War is one of the largest in the nation. The museum also has a permanent military exhibition describing the country's military conflicts from the early battles of the Spanish-American War through World War II.

About the Exhibition

Discovering the Civil War offers visitors the chance to join researchers in unlocking secrets, solving mysteries, and uncovering unexpected events in Civil War records of the National Archives. The exhibition features letters, diaries, photos, maps, petitions, receipts, patents, amendments, and proclamations.

This exhibition is unconventional in every way. It combines these great treasures with engaging touch-screen interactives incorporating social media tools in a physical environment inspired by 21st Century research rooms. Rather than trying to recreate 1860, these interactives let visitors see the war through the lens of 2010 technology. Passing over the traditional chronological approach, the exhibition is arranged by such themes as, "Spies and Conspiracies," "Prisoners and Casualties," "Emancipation," "Global War," and "Raising Armies."

Discovering the Civil War marks the sesquicentennial of the Civil War. In this groundbreaking exhibit, visitors will discover:

- The original Louisiana ordinance of secession;
- A computer interactive based on a "substitute book" listing names and information on men who were paid \$300 to replace draftees;
- Abraham Lincoln's "substitute" in the Union Army;
- How Lincoln stopped the execution of a Confederate major;
- A message from the governor of North Carolina rejecting Lincoln's call for troops;
- The Chinese connection to the Civil War;
- Similarities of the Constitution of the Confederacy and the U.S. Constitution;
- Original pension records from a Michigan woman who served in the Union Army as Frank Thompson;
- That two 13th Amendments to the U.S. Constitution were proposed by Congress;
- How a congressional investigation into war profiteering transformed the meaning of the word "shoddy;"
- Film of the 75th reunion of the Battle of Gettysburg;
- Original Freedmen's Bureau records documenting murders and outrages committed against African Americans; and
- Innovative wartime patents including a multipurpose device that could serve as a tent, knapsack or blanket.



Western Social Science Association
54th Annual Conference
Houston, Texas

April 11—14, 2012, in Houston, TX, USA
Hyatt Regency
1200 Louisiana Street, Houston, TX
1-888-421-1442

Or for on line hotel registration please go to:
<http://wssa.asu.edu> (after September 15)

Call for Presentations and Panels

**Paper or Panel Proposals Due to Section Coordinators by
December 1, 2011**

**For more information and a list of Section Coordinators,
see the WSSA web site at:**

<http://wssa.asu.edu>

Or Contact:

Tom Isern, Ph.D.
North Dakota State University
PO Box 1390
Fargo, ND 58107-1390
Phone: 701-799-2942
Email: isern@plainsfolk.com

Please Share This Information With Your Colleagues



Student Professional Development

By Donna Lybecker, Idaho State University



“A teacher’s purpose is not to create students in his [or her] own image, but to develop students who can create their own image.” –*Unknown*

As professors we are tasked with training students for the future. This training is both an honor and a responsibility. If done effectively we help mold individuals who not only have skills and abilities to succeed at their jobs, but who also have a knowledge of who they are and the self confidence to utilize their talents in ways that make a difference in the “real world.”

Finding the balance between teaching concepts and theories, so that students have the knowledge of how things work, and teaching analytic abilities, so students can take what they know and apply it to a real-world situation, can be tricky. One good technique to help students develop both of these skill sets is working with students on professional development; encouraging students to move beyond their class and department and into the wider reaches of their profession.

Does helping students with professional development take time? Yes. Can it provide both the mentor and the mentee with valuable resources? Yes. If done with thought and the right intentions, expanding students’ abilities within the larger profession can produce a win-win situation: students experience presenting their work in front of audiences of experts, they make connections and receive feedback at conferences, and they more completely understand the publishing process; professors engage innovative minds that help spur new ideas, and draw upon knowledge of current literature, often from both their own field, and from interdisciplinary studies.

The question remains, how is it possible to achieve this desired situation? Although each individual, field and set of circumstances varies, there are some general tips to follow in order to achieve the best results possible:

1. Transparency: Be clear about expectations and objectives (and remember to practice what you preach)
2. Motivation: Give the students (and yourself) options and choices in planning—allow students to pursue their own questions and interests and be willing to examine new strategies and concepts
3. Dialogue: Maintain open communication and provide prompt and meaningful feedback to the students
4. Credit: Give credit where credit is due—be sure everyone involved feels they have been fairly recognized for their efforts
5. Support and Feedback: Particularly if it is a student’s first conference or publication, talk openly about what went well and things that should be done better next time

By putting time and energy into students—their classroom development and their professional development—we can help develop students who create their own image.

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.



Western Social Science Association

Call for Papers

Western Social Science Association (WSSA)
2012 Student Paper Competition

Students affiliated with the WSSA can win **\$500**, a free one-year subscription to the *Social Science Journal*, free conference registration at the April 2012 WSSA conference in **Houston, Texas**, and the opportunity to present your paper at that conference. Each winning paper will also receive one room/2 nights free lodging. WOW, what a deal!

Competition Guidelines - Papers are judged based on a) advancement of knowledge, b) appropriateness for a broad social science audience, c) development and implementation of valid research design, d) definition and significance of topic, e) analysis of findings and discussion of their implications and f) clarity and cogency of writing. Undergraduate and graduate papers are evaluated separately, and multiple authored papers will be considered separately if quality papers are submitted. Authors of high quality papers that are not chosen for the award are eligible to receive an Honorable Mention Award, a \$100 cash award, and free conference registration.

Paper Requirements

- **Papers, including bibliography, tables, figures, appendices and other supporting materials cannot exceed 25 pages. This requirement will be strictly enforced; papers longer than 25 pages will not be read.** Abstracts and cover sheets are not counted in the page count.
- The paper packet must include an abstract (not to exceed 200 words), with the title of the paper, but NOT the author(s)/affiliation(s).
- All pages must be double-spaced and in 12 pt font, with one inch margins.
- Papers may not be theses or dissertations previously presented or published, and papers are to be written solely by students; papers co-authored with faculty or post docs will not be accepted.
- **All submissions must be endorsed through submission of a cover sheet that is signed by the student and faculty advisor. The cover sheet is available through the WSSA Website. Papers without the sponsoring professor's endorsement will not be accepted.**
- Authors may wish to consult the *Social Science Journal's* style guide for formatting information.
- Winners of the student paper competition are expected to attend and present their paper in order to receive their cash award.
- The paper and the cover sheet discussed above are to be submitted by EMAIL and must be received on or before **January 15, 2012**. Please EMAIL the paper as a Word file and a scan of the cover sheet with faculty signature and endorsement to the chair of the WSSA Student Paper Committee by the 15 January 2012 date:

Christopher Brown, Ph.D.
Department Head, NMSU Department of Geography
New Mexico State University
PO Box 30001, MSC MAP
Las Cruces, NM 88003-8001
575-646-1892 (Office), EMAIL: brownchr@nmsu.edu



Submission Cover Sheet
Western Social Science Association (WSSA)
2012 Student Paper Competition

Student's name: _____

Department and university affiliation: _____

Address where student can be contacted: _____

Student's phone number and EMAIL address: _____

Student Endorsement: By signing below, I affirm that the paper I am submitting is original research, has not been presented or submitted elsewhere, and is not part of a completed dissertation or master's thesis. This is work I have done on my own and is not co-authored with a faculty member or post doc.

Student's signature: _____

Faculty Endorsement: By signing below, I affirm that the student signing above is a student in our department currently pursuing an undergraduate or graduate degree. Also, the paper the above student submitting is original research, has not been presented or submitted elsewhere, and is not part of a completed dissertation or master's thesis. This is work the student has done on his or her own and is not co-authored with a faculty member or post doc.

Sponsoring faculty member's signature:





Western Social Science Association
Conference Registration – Membership Renewal - for 2012
Conference: April 11—14, 2012, in Houston, TX, USA
Hyatt Regency Hilton
1200 Louisiana Street Houston, TX
1-888-421-1442
 Or go to <http://wssa.asu.edu>

**PLEASE
PRINT
CLEARLY**
 Your name badge,
 registration confirmation,
 and receipt will be based
 on the information you
 provide here

NAME: _____

Address: _____

Address: _____

City: _____ State/Province: _____ ZIP/Postal Code: _____

Country: _____ Academic/Institutional Affiliation: _____

Your 2012 WSSA **conference registration will include membership** from 04/01/2012 to 03/31/2013. Pre-registration must be done online or received by mail no later than March 30, 2012, to receive the rates shown below. Late registration rates will apply March 31 – April 3, 2012, and on-site. Registrations received after the deadline cannot be refunded.

To pre-register on-line for the 2012 conference please go to <http://wssa.asu.edu/>
(available after September 15, 2011)

Late and on-site registration is \$30 more than for all categories noted below.

Conference pre-registration rates:

- \$125 individual members
- \$80 student member (full-time students, only)
- \$90 retired member (not employed full-time in field)
- \$35 spouse/partner/guest (who is not presenting a paper)

Name of guest: _____

As it should appear on nametag

Special Events at conference (optional):

- \$25 each ticket, President's Luncheon & Awards Ceremony, on Friday, April 13, 2012
- _____ # of tickets _____ Total amount for tickets

IF paying by check,
Total amount enclosed:

\$ _____ for WSSA 2012 conference registration (which includes membership) and/or special events

For Payment by Check Only, mail this form and your check (\$US) for the total amount owed to: Larry A. Gould, WSSA Executive Director, PO Box 6236, Yuma, AZ 85366-6236

Mailed pre-registration forms
must be received by March 30, 2012.

IF you **know** that you will not be attending the 2012 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 <http://wssa.asu.edu/> (after January 1, 2012), or by sending this form and your payment to the address above.

_____ \$40 Individual _____ \$25 Student _____ \$25 Retired _____ \$50 Joint membership,
 spouse/partner name: _____



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

Call for Contributors

Poverty in America: Health and Well-Being Among the Vulnerable

edited by Kevin Fitzpatrick. This three-volume interdisciplinary collection will explore the challenges and solutions in addressing the public health crisis among America's poor. While providing both theoretical and empirical insights, contributors will be asked to prepare manuscripts for one of the three volumes. The first volume explores the general challenges of health and health care among the low and no-income population; a second volume is devoted exclusively to health and health care issues among the homeless; and a third volume focuses on the link between health and place and its impact on America's poor. Potential contributors are asked to propose a chapter for one of these volumes. E-mail a proposal of no more than 900 words, and a two-page CV to Kevin Fitzpatrick kfitzpa@uark.edu. Deadline: September 15, 2011. For more information go to: <http://sociology.uark.edu/3550.php> and click on the "Poverty and Health in America" link.



Reminder:

The Western Social Science Association is on Facebook. "Like" us on Facebook to receive updates as WSSA members post events, photos, and comments. If you are not on Facebook, the start pages walk you through the free and easy process of joining Facebook. To "like" us, simply log on , search "Western Social Science Association," and hit the "like" button.

