



# WSSA NEWS

Volume 51, Issue 3

Fall 2019



## President's Soapbox

### Turning the Water Off ?



**Debra D. Andrist**  
WSSA President

More years ago than I care to admit, when I was just out of grad school and (semi-) joking about the perils of professional dissent and repercussions for tenure, a psychiatrist friend, in all seriousness, reminded me that “just because you fear ‘they’ are out to get you doesn’t mean ‘they’ aren’t. Paranoia is unfounded fear; you have plenty of evidence!” Decades later, my concern is not nearly so much professional (I am long-since tenured and promot-

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## Featured Article

### 75 Years of the 1944 Water Treaty

by Steve Mumme  
Colorado State University



This year, 2019, the United States and Mexico quietly celebrate an important milestone in their bilateral relationship, the 75<sup>th</sup> anniversary of their *Treaty on Utilization of Waters of the Colorado and Tijuana Rivers, and of the Rio Grande*. The 1944 Water Treaty, as it is generally known, is arguably the second-most important agreement between the two countries, the first being the 1848 Treaty of Guadalupe Hidalgo by which Mexico conceded half its national domain to the United States. Signed in

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## President's Soapbox

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ed to full for nearly all those decades), as it is both privately-personal and publicly-social. It occurs to me from time-to-time that none of us, or our loved ones, or for that matter, our enemies, all Karma concerns aside, are physically “safe” from real live violence anywhere anymore.

The evidence is overwhelming: the news in the United States (and, horrifically enough, the entire world) is now *routinely* dominated, not by one mass murder per day, but by two or more, with any number of injured as well. These travesties are happening everywhere: in every state, in every city and town and rural place, in schools, businesses, malls, theaters, homes, etc., etc., etc. Those who commit them (ok, very seldom have they been women, but that’s a diatribe for another essay) are of every ethnicity, age, philosophical persuasion, including arbitrary violent temperament, citing any number of so-called motives, etc., etc. etc.

I sincerely wish I could turn this essay into a desperate cry and/or demand for gun control, about which I feel strongly. But, the instruments of destruction run the gamut, guns, bombs, knives, etc., etc., etc. And, incidentally, I do live with guns in my home, for protection, so, although my husband is no longer a hunter, thank whomsoever, we are “armed.” And, since he is a long-ago special forces multi-veteran and a permit-carrying owner, I live with experienced attitudes about guns and their uses. Thus, I cannot be dismissed as uninformed, a bleeding-heart liberal (true as that last may be) who just does not understand. However, I do sincerely believe it paranoia that the defense of “bearing arms” from the Constitution is cited as justification for officially allowing semi-wholesale mayhem in terms of gun ownership. There is NO historical evidence supporting U.S. government seizure of such guns used for protection and/or hunting. Furthermore, if one “googles” oneself, the amount of information readily available about just about everything about just about everyone via the (free) internet precludes the so-called privacy issue of who owns what gun on any registry. As for the “only criminals will have guns” excuse, I reiterate that virtually none of the perpetrators of the mass

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## Featured Article

*(1944 Water Treaty Continued from page 1)*

Washington, D.C. on February 3, 1944, at the height of World War II, the Treaty symbolized and helped cement the post-war alliance that defines their relations today.

The 1944 Treaty addresses the surface waters of its three named rivers but is, in fact, more than a water treaty. It is an omnibus agreement that allocates waters on the Colorado and the Rio Grande Rivers, provides for the construction of dams and supporting works, provides for regulation of sanitation problems where they occur along the boundary, and consolidates the administration of all boundary agreements, including Guadalupe-Hidalgo, under the jurisdiction of the International Boundary and Water Commission, United States and Mexico (IBWC). This complexity is stabilizing, endowing the Treaty with resilience to withstand stresses occurring in any one area of its application. It is also significant that the Treaty is a bit old-fashioned, containing just twelve terms of reference, which coupled with the IBWC’s authority to interpret and apply its conditions allows a great deal of flexibility in its implementation. In this respect the Treaty is something of a living political document, adaptable insofar as the governments can agree on a solution to any particular problem.

Over 75 years the Treaty has not gone without controversy, but it has surmounted all the tests thrown at it. It’s greatest trial, the lengthy 1960’s wrangle over excess salinity in the lower Colorado River water delivered to Mexico, finally resolved in IBWC Minute 242 in August 1973, had the effect of consolidating binational support for the Treaty, strengthening its application across the board. The U.S. agreed to supply Mexico with water of roughly equivalent quality to that being used by U.S. farmers just north of the international boundary. That, in turn, was the catalyst for a basin-wide Colorado River salinity control program that benefits both countries to this day.

Recent years have seen historic advances in addressing water shortage problems foreseen by the Treaty’s signers, and environmental problems that were not envisioned in 1944. In the drought category, it is notable that all the southwest river basins have suffered severe drought for more than two decades, alarming water stakeholders on the Rio

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# WSSA NEWS

**2019 - 2020**

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The WSSA News accepts proposals for articles from any current members.

We are also accepting announcements of members' awards, publications, and promotions of members, and other life events and accomplishments.

Deadlines for inclusion are generally late July or early August for the Fall issue, early- to mid-December for the Winter issue, late February for the Spring issue, and early June for the Summer issue.

To propose an article, read the submission requirements below and follow the instructions. Announcements should be sent directly to the News editor, Kate Herke, at [WSSA.Admin@nau.edu](mailto:WSSA.Admin@nau.edu).

Articles should be written from a social science perspective, on topics that should be of interest to social scientists in many disciplines, who are well-educated but not necessarily very familiar with the writer's discipline. They should be written in a conversational, reader-friendly, tone, and humor is encouraged, if the writer is so inclined.

Potential authors should write about something that simply interests them, that isn't formal enough, or doesn't have enough weight, for a scientific publication, but that they'd like to "put out there". These may include observations of interesting behavior, explanations of (social science) pet peeves, essays on topics that are important to understanding the world but are little understood outside the author's field, etc.

Articles may be any length from a couple of paragraphs to a couple of pages, and do not need much, if anything, in the way of footnotes and citations, although those are welcome if the writer thinks they would be useful. Cartoons and other alternate forms of visual communication may also be submitted, and illustrations for the articles are encouraged.

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

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

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## President's Soapbox

*(Turning Off the Water? Continued from page 2)*

violence I am concerned about in this essay were career criminals.

But I digress. Enough with *how* all this is happening, *why* is it happening? Is there actually more such violence worldwide or is it simply that we are better informed via mass communications? Is it that we are all more and more desensitized to the very real, permanent and heartbreaking damage to actual people due to violent computer games and TV programs and movie plots where victims live to die another day in another iteration? Again, as a granddaughter of newspaper publishers, I am distinctly NOT blaming the various media—this is too easy.

As a young social science student, I remember reading studies about how lab rats interact and turn against each other when overcrowded. Even now, I frequently cite to students how overcrowded chickens react while bemoaning the social pecking-order attitudes which characterize human societies (internet bullying only the latest manifestation). We humans traditionally award ourselves top status among the species but . . .

Most importantly, I contend that this conundrum of *why* is a ruse which interferes with *what to do* about the problem. Though far too innocuous an analogy, I would liken the situation to the threat of drowning in a tub filling with water from a faucet—it does not matter how or *why* the water was turned on, the solution is to *turn the water off*--overtly cut off the supply! All debate aside, the conundrum remains, *what* are we as individuals, as citizens of our countries, of the planet, going to *do* about all this horror? Isn't *anyone* in a position to do *something* substantive government-wise actually going to do *anything*?

Our elected officials in the U.S. are obsessed with wasting legislative time with policing commercial sports, who took steroids, who lowered the air in the football, who is not kneeling whenever, etc. (which, in my opinion, would/should be the purvey of the so-called oversight organizations) and, worse, by partisan political posturing (much as I am concerned about the threats looming over our so-called best-system-in-the-world—certainly no paranoia in this concern, based on evidence of on-going electronic postings in the early hours). Do we ever read about, seguing back to psychiatrists, or psychologists or mental-health professionals of any sort, being called to testify to our elected officials about maybe how to help all those verified mentally ill perpetrators or the haters who commit mayhem? No, we do not. So, the money issues in commercial sports and the political re-election issues in government trump human suffering and death?

Maybe a substantive federal gun registry and national enforcement-shared control via mandatory comprehensive background checks and more-than-three-day waits until those checks are verified, as mandated on the part of our elected officials, is at least a start . . . Do you have a better idea?

## Certificates of Attendance or Presentation

Some presenters from countries outside of the U.S. are required by their institutions to provide a "Certificate of Attendance" in order to be reimbursed for travel expenses. Such certificates are considered legal documents by the U.S. government, providing written testimony that the person named on the certificate is known to the person signing the certificate, and did truly attend and present. Since WSSA staff have no way of knowing if a person actually presented, it is the job of the Section Coordinators to make the certificates. The Coordinators may delegate the verification to the moderators of each session, but it is the Coordinators' signatures that are the legal verification.

However, the WSSA will happily provide appropriate certificate templates tailored to each section, upon request by the Section Coordinator.



## Featured Article

*(1944 Water Treaty Continued from page 2)*

Grande, the Colorado and elsewhere. The alarm bells rang loudest if not earliest on the Colorado River where belt-tightening on water use set in around 2000.

Those measures, which intensified after 2007, ensured less than trickle of water coursed south through the Colorado River Delta, threatening devastation to riparian vegetation and wildlife. That alarmed environmentalists concerned with ecosystem preservation south of the boundary. Their persistent and effective effort to engage with farmers, cities, states and federal authorities in finding a solution, under that could well be described as worst-case conditions for water sharing, is a dramatic story. In 2012, the two countries signed Minute 319 which committed both countries to short-age-sharing arrangements based on lake levels at Lake Mead and further provided binational support for ecological restoration and maintenance south of the line. Meant to be a temporary arrangement of five-years duration, Minute 319 was reinforced and replaced by another ten-year renewable agreement in 2017.

A further advance came in 2015 on the Tijuana River. A short but highly urbanized river, the Tijuana River and its major U.S. tributary, Cottonwood Creek, cross the boundary three times before disgoring to the Pacific Ocean just north of Imperial Beach, California. There, chronic sewage spills, garbage and debris, and the steady deposit of sediments from seasonal flooding had long challenged efforts to protect riparian and marine resources on both sides of the boundary.

Differences in governance on both sides of the border and the lack of a clear environmental mandate in the 1944 Treaty impeded efforts to address these issues. But a concerted multi-stakeholder, multi-governmental efforts spearheaded by university and environmental leaders finally congealed in a critical mass to produce a landmark deal, Minute 320, in 2015. This agreement provides a framework for negotiating a series of practical solutions to the many vexing issues affecting the Tijuana watershed. It draws inspiration from Minute 319 in establishing a binational advisory group to IBWC tasked with setting priorities and engaging parties in both countries to find sustainable solutions, starting with the problem of sedimentation.

Progress on water sharing difference on the Rio Grande River have proven more difficult.

There, shortfalls in Mexico's required treaty water deliveries to the U.S. date back to the mid-1990s. But the Treaty's Rio Grande provisions differ considerably from those on the Colorado River where a straightforward annual allocation of 1.5 million acre-feet of water is provided to Mexico. On the Rio Grande, Mexico is required to provide the U.S. (Texas) with 350,000 acre-feet annual as an average over a five-year cycle. If arrears to should occur in a given cycle, Mexico is permitted to ask to roll-over its debt to another cycle. And to make things more complicated, any existing water debt is cancelled when the storage capacity of each country in major Rio Grande River dams is filled to capacity—initiating a new accounting cycle.

Beginning in 1992, drought forced Mexico to significantly curtail deliveries to the U.S., resulting in a water debt roll-over in 1997. Then, again, in 2002. Texas growers were furious, accusing Mexico of violating the treaty. But diplomacy and Mother Nature intervened. The two countries agreed in 2002 to consider establishing an advisory group to forecast and recommend sustainable management techniques. The U.S. also agreed to help Mexico develop better water conservation facilities on the Rio Conchos to assist Mexico in meeting its treaty obligation. But problems endured, punctuated with periods of water abundance. Debts were incurred, then cancelled. The chronic uncertainty with water availability is maddening to many Texas water users. But, technically, Mexico remains in Treaty compliance.

Yet progress is being made. Building on the momentum in binational riparian management further west and under the umbrella of the IBWC's International Watershed Initiative, the two countries have convened working groups to explore what can be done to improve the reliability of Mexico's deliveries. There is reason for optimism that the promise of 2002 may yet be realized, smoothing tensions across the Rio Grande.

At a time when U.S.-Mexico relations are at low ebb, with confrontation and recrimination regularly dominating the headlines on issues like trade and immigration, the 1944 Water Treaty is a welcome reminder that binational cooperation is not only possible, but essential in managing our common North American destiny. Where the 1944 Treaty is concerned, here's to another 75 years going forward!

# *The Bill L. & Gerre D. Andrist Prize for Best Paper/Presentation on Women*

In the little rural immigrant town where I am from, when people die, friends, neighbors and family frequently give cash memorials in addition to the usual flowers, food, etc., probably originally to help with the funeral costs. When my father died too young and unexpectedly, it was just three days before Christmas (my parents' very favorite holiday, for which they decorated and entertained extensively). In spite of the usual Christmas financial demands on most families, nearly everyone gave cash memorials when Daddy died, as my father was not only the grandson of two of the original immigrant homesteaders who later married and combined their homesteaded quarters of land, he was born on that family farm/ranch only 14 miles away where my grandparents then lived, he was a long-time respected businessman in town--and was literally related to the entire Swiss half of the town.

However, that Christmas season, due to the little town's financial exigencies, the city council decided not to spend the money to string lights all across and up and down the entire length of the main street, as they had previously done for decades. In response, my devastated mother, rather than using the funds for expenses, decided that, because my father loved holiday lights and spent undue hours stringing them around our house, in the trees, etc., she would honor his memory and remind people of him by donating those funds to the city to underwrite the usual lighting. Driving down main from Christmas through New Year was beautiful, if unbelievably sad, for us that year, as the city had hurried to get the lighting up right away.

When my mother died not that much later, too young, more of a broken heart than of the cancer, just three weeks before Christmas, but 2000 miles away from home, staying with me for medical care in the city, I frankly don't remember what the town was doing with lighting by then. However, my siblings and I also donated those memorials, this time to the local high school for scholarships, when we all went back six months later to inter her ashes in Daddy's gravesite. It seemed at the time like an appropriate way to remember them to buy flowers to be placed on their graves on important family memory occasions, holidays, etc., a frequent and expensive undertaking from afar. And, I knew from past experience that those flowers didn't last long at the

cemetery; they were either stolen to be placed on other graves since my siblings and I all lived far away, or were promptly thrown away so the caretaker could mow, or best but sad scenario, they wilted and dried up and blew away out there on the empty prairie.

It suddenly occurred to me that, because my parents were also great proponents of education (Daddy joked that with three children with three university degrees each, my parents had paid tuition at numerous major universities all over the world), forever kinds of memorials tied to higher education were more lasting way to remember and honor them. Thus, at University of St. Thomas, where I was chair for a decade, I instituted a Women of the World lecture series; when I was on the Council of South Central Organization of Latin American Studies (SCOLAS) and when I was senior vocal of the Asociación Internacional de Literatura y Cultura Femenina Hispánica (AILCFH), I funded prizes for conference papers, when I was president of South Central Modern Language Association, I did the same, and now, as president of Western Social Science Association (WSSA), I am delighted to be able to continue the tradition, to be able to honor and remember my parents in this active way.

I proposed the Bill L. and Gerre D. Andrist Best Paper/Presentation on Women prize to the WSSA Executive Council last April and it was accepted! So, for 2020, WSSA has added the recurring Bill and Gerre Andrist Prize for Best Paper/Presentation on Women (could be in CLH or Women's Studies or LA Studies--or any other section) to our other prizes. For those interested in the first iteration, the written paper will be due Jan. 1 (2020) to the WSSA administration, a \$500 check & certificate will be awarded each year at April conference luncheon and the paper be submitted to a regular section, accepted and presented at the April conference. The winner will be chosen by a three-person independent-from-donor committee from the Council, with a suggestion that winner also submit the paper/presentation in article form to be *considered* by WSSA's *Social Science Journal*.

CREATED AND FUNDED BY  
DEBRA D. ANDRIST  
WSSA PRESIDENT

# The Lesser Known: Captain Cook's First "Voyage of Discovery" Vessel, the HMB Endeavour



by William Schaniel  
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Captain Cook's first Voyage of Discovery is an iconic voyage. Bringing back the flora, fauna, material culture, customs and natives from the islands he visited in the Southern Pacific, the voyage was original scientific voyage of discovery. And because of his ship, the HMB Endeavour, the 2 year and 321 day voyage did not end in tragedy with the disappearance of another explorer and crew in the unknown waters of the Pacific. The HMB Endeavour was the first vessel of its design to sail as naval vessel, and after the voyage became the design basis for wooden ships used by explorers and whalers. Copies and variations of the Endeavour were built in other seaports in the UK, as well as in France, Canada and the US for almost 100 years.

Despite the wide influence of the design, modern Maritime Historians do not have an "Endeavour ship" class. A contemporary member of the British Admiralty referred to the ship, prior to the voyage, as a "...used coal scow..." How could a ship be so influential and so irrelevant? This is short review of the lesser known facts about the HMB Endeavour that explain the consistency of the seemingly contrary views.

First, the HMB Endeavour was a used vessel. Most people believe that the full name of the Endeavour is the HMS Endeavour. It is not. It never was. After Cook's appointment as captain of the expedition, he was given the opportunity to choose from a number of sloops, cutters and other traditional naval vessels. The vessel that Cook chose was not part of the British naval fleet. In 1768 Cook authorized the purchase of a ship named the "Earl of Pembroke", a vessel which was launched in 1764. Both Cook and the Admiralty disliked the name "Earl of Pembroke". The Admiralty had a problem with the name due to the patronage and

financial support of the voyage of discovery by King George III. The namesake of the ship, the Earl of Pembroke, was a member of court who had abandoned his support of King Charles the First, who was afterward beheaded by Parliament – not a good outcome for a king. It was anticipated by the Admiralty that the name would be offensive to King George. Cook, for his part, wanted the name "Endeavour" for the ship to reflect his attitude and the attitude he expected of his crew. Unfortunately for Cook, there was already an active ship named the HMS Endeavour. There had been 5 previous ships named HMS Endeavour. The compromise decision was to christen the vessel "His Majesty's Bark Endeavour". The term "Bark" was used here to refer to a smaller, possibly less significant, ship. To date, this is the only HMB Endeavour ever listed by the British Admiralty.

Second, the HMB Endeavour could be spitefully, but accurately, called a coal scow. As stated earlier, Cook did not choose a traditional naval vessel. He chose a "Whitby Cat", a wide-beamed, shallow-draught vessel built in Whitby and designed for the local coastal trade. Whitby is a port town located in the English county of North Yorkshire at the mouth of the River Esk. Originally a small fishing port, the processing and shipping of the manufactured compound called alum became the primary business in the 17th century. Coal was used in the production of alum. With the growth of the alum manufacturing, the need for, and shipping of, coal to Whitby grew. As coal shipping grew, Whitby businessmen began to commission the building of ships to meet their unique circumstances. The coal came primarily from the Durham coalfields located just north of Newcastle (close to the Scottish border). By the 18<sup>th</sup> century the shipping of coal, together with timber, by Whitby Cats, expanded to the lucrative London market. The statement by the Admiralty that Cook chose a "used coal scow" was accurate. The Whitby Cats regularly sailed up the Thames past Greenwich, the home of the

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Admiralty, to offload on Greater London wharves.

Third, the design of the Whitby Cat was unique. The Whitby coal and timber colliers were built to fit the regional coastal sailing conditions. The distance from the Durham coalfields to London is around 350 nautical miles. Speed was not a necessity to transport the coal and timber. The ships, though, had to be able to survive the sudden storms that could come off the North Sea. In addition, most cargo was loaded onto the ships by running up onto the beach at high tide, loading the commodities at low tide, and re-launching the ship with the next high tide. These needs - to be able to beach without damage, to survive storms, as well as the ability to be sailed with smaller crews - resulted in the evolution of the wide-beamed and shallow-draught design ship. Visually they looked fat and stubby with a large open hold for commodities. The HMB Endeavour was revolutionary in being used for long voyages, but it was a design that had been regionally evolving for 200 years.

Fourth, the HMB Endeavour was the first ship to have its hull breeched and still be able to sail home from the Pacific. On April 20, 1770, Cook sighted the coast of Australia, and on April 29, 1770, Cook made landfall at Botany Bay near modern-day Sydney. For a month and a half Cook sailed carefully up the east coast of Australia mapping the coast. Cook's careful sailing was to maneuver around the Great Barrier Reef. At 11pm on June 11, 1770, disaster struck when the Endeavour ran hard aground on the reef. What followed were six days of terror. The short- and long-term prospects if the ship sank were grim. The vessel was 24 miles from the shore of the Australian mainland, and the remaining three ship's boats could not carry the entire crew to shore. If the crew made it ashore, the probability of being rescued was approximately zero. No one knew where they were, and if someone found them, the Great Barrier Reef made it unlikely anyone would be able to get a ship to them. To get off the reef the boat had to be lightened. Iron and stone ballast were thrown over, spoiled food stores, 6 of the 10 4-pound guns, and finally drinking water was pumped out using

emergency pumps. After offloading 41 to 51 tons the Endeavour was successfully pulled off the reef using its main anchors. The Endeavour was re-floated with the evening high tide 23 and a half hours after running aground. Once off the reef, the damage could be assessed. The Endeavour had a large hole - approximately 12" by 4" - in its hull and was taking on water rapidly. A temporary material patch, known as a fother, slowed the leak, but the Endeavour had to be sailed to an unknown suitable site to be beached and be repaired. All three pumps were manned continually. Within 24 hours a suitable river was spotted. The Endeavour, though, was unable to enter the river mouth for 4 days due to wind, heavy rain, and another temporary grounding on a sand bar. Finally on June 17<sup>th</sup>, the Endeavour purposely went aground on a beach at the mouth of the river without any additional damage or problems. On August 5<sup>th</sup>, almost 2 month later, repairs to the Endeavour were completed and Cook set sail from the river he named the Endeavour River. On August 22<sup>nd</sup> the Endeavour limped away from the Australian Coast towards Java for more extensive repairs. It took a month and a half to reach Batavia (now known as Jakarta). During the voyage the water continued to leak in at a rate of 6" to 12" per hour and required one pump to be used four times daily to keep-up with the rising water. The survival of the crew and the ship from running aground and being holed on a reef "made the bones" of the Endeavour. The Endeavour by design allowed the crew to beach and repair, and then continue to sail to safe harbor. This survivability was the innovation that made the Endeavour and Whitby Cats the model for future voyages of discovery

Finally the resting place of the HMB Endeavour was unknown until 1999 and an accidental discovery in archives of the British Admiralty. After the voyage, the HMB Endeavour was quickly forgotten by the public. A week after arriving in Dover, the Endeavour was taken to the Woolwich Dockyard for refitting as naval transport. She made three voyages to the Falklands. In March 1775 the Endeavour was sold by the British Admiralty. The Endeavour made at least one cargo voyage to Russia before being submitted to the Admiralty to be a private contracted transport

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*(HMB Endeavour Continued from page 8)*

for troops and supplies to America...for what became the US Revolutionary War. She was rejected as being unfit for service by the Admiralty. Where and what happened to the Endeavour after this rejection by the Admiralty was subject to much speculation for the next two centuries. The number of ships that carried the named HMS Endeavour or just named Endeavour complicated the matter considerably. In the 18<sup>th</sup> century most ships maintained their name but not the HMS designation when decommissioned by the Admiralty and sold. In the 1820's a former prison hulk in the Thames River was pointed out to be Cook's Endeavour. It was suggested by a British Ambassador that the French ship "Liberte" was the former Endeavour sailed by Cook. In New Zealand a wreck in Dusky Sound on the South Island was claimed to be Cook's Endeavour. In the US, in 1856, it was claimed that the Endeavour had been sunk in the harbor entrance of Newport, Rhode Island. It was not until 1999 that the fate of the Endeavour was determined through work in the British Archive by the Rhode Island Marine Archeological Project. It was discovered that the Endeavour had been not once, but twice turned down as unfit for service by the British Admiralty. First rejected by the Admiralty was using the name Endeavour, the second time listed under the new name of "Lord Sandwich"...which the Admiralty saw through and noted in its records that the ship was the former HMB Endeavour renamed as a disguise. After the second rejection the "Lord Sandwich" was extensively refitted and successfully resubmitted for approval to the Admiralty on the third try. The vessel was then renamed again by

the Admiralty to "Lord Sandwich II", as there was already a ship named Lord Sandwich under contract to the Admiralty. The Lord Sandwich II sailed on May 6, 1776, as part of a fleet of 100 vessels to Halifax, Nova Scotia, and onto Sandy Hook, Connecticut. In November of 1776 she sailed with troops to outside of the rebel port of Newport, Rhode Island. After Rhode Island was re-occupied by the British, the Lord Sandwich II was used as a prison ship in Newport harbor. In 1778 the French fleet threatened to enter Newport harbor. To forestall the French ships, the Lord Sandwich II – the ship formerly known as the HMB Endeavour - along with 9 other ships was sunk at the entrance to Newport harbor. In 2000, based on the information discovered in the British Archives in 1999, the Rhode Island Marine Archeological Project and the Australian National Maritime Museum joined together to examine some known wrecks in the harbor. On May 4th, 2016, the Rhode Island Marine Archeological Project declared they had found the final resting area of the HMB Endeavour in the US, in the harbor entrance, of Newport, Rhode Island.

So the HMB Endeavour was new technology for British Admiralty and whalers, but was an old design that had evolved over 200 years. The HMB Endeavour changed maritime design outside of Whitby, but for Maritime Historians, it is still just another Whitby Cat. The HMB Endeavour was purchased used and carried bulk loads of coal and timber up the Thames. So it was (or close to being) a "...used coal scow..." The HMB Endeavour was both new technology for long sailing voyages, and old technology for Whitby shipwrights and maritime historians.

# GETTING TO KNOW A SECTION

## RURAL & AGRICULTURAL STUDIES



by Former Co-Coordinator Jessica Clark, PhD  
Vice President for Learning and Student Services  
Northland Pioneer College

For more than a decade, I have had the pleasure of participating in the Rural and Agricultural Studies section of the Western Social Science Association's (WSSA) annual meeting. My first year attending/presenting at WSSA was in 2006, as a second year doctoral student working with WSSA past-president Dr. Tom Isern. The welcoming and supportive nature of this session was safe and inspiring for a young and inexperienced conference presenter. My first year I was not only afforded the opportunity to present a piece from my dissertation research, but I was also invited to moderate the inaugural rural and agricultural book discussion roundtable. Six years later, after consistent and regular attendance and participation, I was asked to co-coordinate the section with long time co-coordinator Dr. Tony Amato.

From 2012 through 2018, I served the Rural and Agriculture Studies section as co-coordinator – only recently stepping down to serve on the Executive Board of WSSA. The current section co-coordinators have also been long time participants, and are my dear friends – Dr. Lisa Ossian and Dr. Andrea Glessner. I actually met Dr. Ossian at WSSA in 2006, and Dr. Glessner in graduate school in 2007. Both Dr. Ossian and Dr. Glessner are committed to the mission and vision of the Rural and Agricultural Studies section: rural and agricultural studies in local, state, regional, national, and international locales; presenters are by training historians, sociologists, anthropologists, and any other imaginable field of study that has an interest in rural and/or agricultural topics. If you are interested in following the section, be sure to like our Facebook page: <https://www.facebook.com/ruralagriculturalstudies/>.

In addition to the traditional interdisciplinary paper/presentation panels that WSSA participants often see at the meeting, the Rural and Agricultural Studies section offers participants two fairly unique opportunities: 1) our annual book discussion round table and 2) our annual regional field trip. The annual book discussion round table typically involves a selected panel of participants reading, reviewing, and discussing a recent publication pertaining to the section. Often times the section co-coordinators select either a book by a conference participant or a book about a conference locale in an attempt to keep the discussion recent and relevant. The *Social Science Journal* has also regularly published a formalized review based on the roundtable discussion. Any member of the association is welcome to participate in these discussions. (Reading the book before the session is not a requirement for audience participation/attendance). The annual field trip is designed to explore rural and agricultural issues in the conference locale. These field trips typically have a nominal fee (covering just the costs of transportation and entrance fees), and often require off conference site participation on Saturday. They promise to be an adventure – and full of laughs! Just ask Suzanne Kelley about the Spiral Jetty in Utah, and I'm sure she'll start laughing.

Rural and Agricultural Studies is an often smaller, but healthy section of WSSA. We typically see more participation when the conference is in rural communities (i.e. Reno). This affords students (both undergraduate and graduates alike) as well as young professionals a safe place to present new, innovative ideas. We are without a doubt, one of many phenomenal and welcoming sections of WSSA. As one would expect with a rural community – the Rural and Agricultural Studies section is like a family! And, we look forward to meeting up yearly at our annual meeting. Please join us next year – as we are committed to expanding our family.

# Mentoring Undergraduate Research: A How-To Guide



*by Jessica Clark, PhD  
Vice President for Learning  
and Student Services  
Northland Pioneer College*

Mentoring undergraduate research is no easy feat, but is undoubtedly one of the most rewarding experiences. To do it right requires dedication, understanding, flexibility, and structure. From 2011 to 2018, I honed my technique and approach to undergraduate research to the point where freshmen and sophomores were presenting at conferences, competing in competitions, and co-authoring publications. Below is my step-by-step approach to undergraduate research.

## Step 1. Select Students & Focus\*

Select high performing students. The best students for this opportunity are the ones who jump at the opportunity, who feel completely honored by the invitation. Be sure when you extend the invitation to be clear on the time commitment, as this likely will be their first experience with professional research. In addition to inviting students, select a broad topic for the research group. While students will select their own subtopic, this will allow you to successfully mentor multiple students. I recommend no more than a 5-to-1 student-faculty ratio. If you are interested in maintaining your own research agenda select a topic that relates, allowing you an opportunity to advance your own research.

## Step 2. Draft Proposal/Abstract

Using a template, have students draft a proposal/abstract. I have students write the proposal/abstract in a manner that allows them to turn it into the first page of their paper or text on their poster.

\*Students are required to submit all drafts (for all steps) to the tutoring/writing center and a peer, before submitting them for evaluation.

## Step 3. Conduct Research

Depending on your location, arrange for visits, trainings, and research time at regional libraries, archives, and museums. To create the passion for research, and to allow students to experience the joys associated with research, be sure to provide the real experience. For instance, history students need to comb through handwritten letters, examine historical artifacts, and scroll through microfilm. Be sure to be there to support them in this process, to observe their discoveries, and to share in their excitement.

## Step 4. Draft Outline

Using a generic template, have students draft detailed outlines.

## Step 5. Compile Bibliography

Using the appropriate citation guide, instruct students in how to create a detailed bibliography in a word processing program.

## Step 6. Draft Paper/Poster Text

Breaking up the sections of the outline, have students write a section a week, building off the previous section. Remind students to think about the project in terms of sections (rather than the larger project). Keep in mind, most undergraduate students have not written a quality 5-page paper, much less a professional 10-12-page paper or conference poster.

\*Students will continue to revise and resubmit each draft by adding a new section in every week. Be sure to review every section weekly (even those you reviewed the week before). They need consistent and constant feedback.

*(Continued on page 12)*



### Step 7. Create a Visual

Students also need assistance in creating a professional visual to accompany/present their research. Save this to the last few weeks, as this typically gives students a mental reprieve from the strenuous work associated with writing and rewriting.

\*\*I also recommend providing a template or an example to help students get started.

### Step 8. Rehearse

Provide students with plenty of time to rehearse their presentation. Be sure to provide them with an opportunity to field questions. It is essential to provide feedback not only on their presentation, but also on their ability to answer questions.

By following these steps, and guiding students along the process, I have found freshman and sophomores can and do produce quality research – and WSSA is a great place for them to showcase it.

## SSJ Timeline from Submission to Publication



by Krista Lynn Minnotte and Daphne Pedersen, University of North Dakota  
Co-Editors, *the Social Science Journal*



As co-editors of *The Social Science Journal*, we strive to handle manuscripts in a fair and timely manner. One of the questions we receive most frequently from potential authors is what sort of timeline they can expect when submitting to the *Journal*. Below, we provide a table outlining steps in the process, along with the time allotted for each step.

Step in Process	Typical Time
Publisher assigns the manuscript to one of the two co-editors	1 – 3 days
Initial editorial decision to desk reject or send out for peer review	1 – 3 days
Peer reviews are completed	Approximately 5 – 7 weeks
Editorial decision is made	1 – 3 days
Authors revise manuscript	We recommend authors revise manuscripts within 6 weeks to help ensure the original reviewers will agree to review the revision.

Once a manuscript is formally accepted, it is transferred to the production team. They handle the proofing process and online publication of manuscripts in press. Once articles have made it through the proofing process, the co-editors work together to assign them to specific issues of the print *Journal*. Approximately 10 to 12 articles appear in each issue of the print *Journal*.

Online publication of manuscripts in press occurs quite quickly and is largely contingent upon how rapidly authors complete the page-proofing process. Assignment to an issue of the *Journal*. takes roughly 9 months to a year, depending on how many manuscripts are in press. Approximately 10 to 12 articles appear in each issue of the *Journal*.

We encourage you to contribute to the *Journal*. by submitting your work and/or serving as a peer reviewer.



by Diane Calloway-Graham  
Utah State University

## Making Long-time Friends at the WSSA

Take one look at the WSSA website and you will see the following words: Scholarship, Service, and Collegiality. I have been a member of the WSSA since 1991 with many opportunities to serve the community at the host conference site, give service as a part of the WSSA leadership team, and share my scholarship, as well as learn about an array of interdisciplinary scholarship. All of this has been valuable to my growth and development in the academic world. As I reflect on the last 28 years of my membership in the WSSA what I value most is our culture surrounding the importance of collegiality. I have made so many friends that have enriched my life for good. Each year as I get ready to come to the conference it is the thought of these special relationships that brings me joy and excitement.



Important relationships in our lives include not only family and personal friends but also come from the wider groups and communities that we belong to. Forming connections with a wide range of people contributes to our well-being and happiness. Actually, these relationships and connections help us to be more resilient when challenges come our way.

**In a review of 148 studies it was found that people with strong social relationships are 50% less likely to die prematurely.** I consider that to be a strong motivator in maintaining membership with the WSSA for years to come because of the inviting atmosphere of friendliness and support. In fact, we provide many occasions for building friendships and connections at many events – Welcoming Reception, WSSA Breakfast and food bank fundraiser, and the President’s Reception - where everyone can gather together to enjoy wonderful food and companionship. WSSA is an outstanding professional association that offers many opportunities to its members. Check out our website at: [www.wssaweb.com](http://www.wssaweb.com).

The WSSA is proud to be an association that values collegiality and purposefully builds a culture that sustains and nurtures the development of positive relationships and friendships. If you are not a member become one and if you are a member take a moment and reflect on all the wonderful connections you have made.

## Meet Amy Ward

### 2019 Best Graduate Paper Competition Winner

Amy Ward, the best graduate paper competition winner, is a doctoral student in at the University of Southern California. Her work and career to date reflects some of the dominant themes of WSSA: cross- and Inter-disciplinary work, a focus on students, and a mix of academic and practitioner/field work experience. Her paper, "Tribal Family Healing Court: A Culturally Sensitive Approach to Child Welfare in Tribal Communities", reflect the cross and inter-disciplinary focus of WSSA. The topic, is a Criminal Justice topic, the information for the paper was done as part of her Social Work employment, and the paper was focused on American Indian Studies. Amy's career and paper development reflects the best of WSSA.

Amy Ward's competition paper came from her field work in Oklahoma and was written as part of her doctoral work. In her own words, "After completing my master's in social work, I went to work for an American Indian Tribe in Oklahoma. I quickly discovered a passion for working with this underserved population. After beginning doctoral studies, I knew that my area of interest and research should be centered around my passion for helping to improve services for this population. My direct work in the field has influenced my



Amy Ward with the Da Vinci Award medal

passion and ultimately led me to write the paper..." This is only a part of her resume. As part of her professional life she is a licensed Clinical Social Worker in Oklahoma, a National Association of Social Workers member, and Oklahoma Social Workers Association Committee Chair for Nominations and Leadership (from 2017 to present). This is only one side of her accomplishments. On the academic side she has a focus on her students.

As part of her appointment at East Oklahoma University, Amy has implemented a social work simulation lab. Again, in her own words, "The simulation lab helps to immerse students in experiences that better prepare them to serve the most vulnerable members of our community. This was a wonderful experience and has increased the knowledge of undergraduate social work students by providing them with very close to real life client interaction opportunities." The lab is only part of her work with students. In addition she sponsors the Social Work Student Association, she serves as an Undergraduate Faculty Mentor for Student Thesis Projects, and is the Coordinator of the Child Welfare Professional Enhancement Program. Her work on the development and implementation of the Child Welfare Professional Enhancement Simulation Lab resulted in her being named an Oklahoma DaVinci scholar. Amy's academic work includes serving as the Book Review editor for *The New Social Worker: The Social Work Careers Magazine Book Review* for the past two years, and writing "Tribal Courts in America" for the *Encyclopedia of Criminal Justice*.

Finally, Amy wanted to express her "...gratitude for this opportunity. WSSA is an organization that pours (time and money) into students and that is a remarkable thing!" Amy sent her paper in for the Graduate Paper Competition because she was sent a flier about the student Competitions. Without the flier, she would have not entered her paper and would not have been the Outstanding 2019 Graduate Paper Competition winner. In closing, you need to get your students, graduate and undergraduate, involved in your section, and then in submitting their presentation papers for the Undergraduate Paper Competition, the Graduate Paper Competition, or the Wicks Dissertation Paper Competition. Students can also separately participate in the student Poster Session. All have cash prizes for the best and honorable mention work. If you do not tell them about the competitions, they cannot receive an award. By supporting your student, you support the future of the WSSA conference.

*written by William Schaniel  
University of West Georgia (retired)  
Global Scholastic Services  
WSSA Student Grant & Award Coordinator*



## This Issue's PET PEEVE



by Debra D. Andrist

Sam Houston State University

# Ageism

Given the momentous topic of my President's Soapbox essay in this very issue of the *WSSA Newsletter*, expounding here on any of my rather numerous pet peeves in a second essay seems trivial at best and narcissistic at worst. Even so, I've considered writing about my frustration with those who don't understand that language classes aren't necessarily just about memorization and words but about cultures and perspectives, even more with those to whom it is dumbfounding to hear that I am a sociologist, though a professor of Spanish, and that my scholarly production deals with created societies in literature and art as manifestations of, if not societies in reality, human dynamics. I am bored-to-tears with hearing yet again at a party that "I took (whatever language isn't English) in grade school/high school/college and hated it/didn't learn a thing/don't remember anything." My fury with those who do not meet their professional responsibilities reads as a bitter, boring diatribe, though less so than what/how I write about sexism, either professionally or personally. Thus, since it "goes both ways," younger or older, I choose ageism as the topic for this essay and vow to do my best to resist diatribe or even whining—but choose to call attention to the lack of manners and lost opportunities embodied in ageism. Moreover, just because practitioners of ageism often seem/claim to do so unconsciously when they refer to age or call it to attention verbally or in action, as age is a fact of life, ageism can be as disrespectful or hurtful as many other "isms." Ageism certainly shows a lack of critical thinking and/or empathy. And, the so-called "unconsciousness" absolutely doesn't justify the ageists' lack of recognition of the prejudice they display, of the discrimination they practice.

Again admitting my senior professor duration and status (which is a little startling how often that age/duration—endurance? comes up in my conversation and writing now), I do clearly and completely remember being a young, assistant professor just out of grad school in my first real-life professional employment at a university, other than being a teaching assistant as a grad student. I daresay that today no (male) senior professor/administrator would literally pat a professor (female) on the head as an expression of affection because she was the age of his granddaughter! After all, I was his *colleague*, if younger, less experienced, etc., so it was more than a little demeaning, at best. In a sort of roundabout defense from charging him with sexism, I never did see him pat another senior professor who happened to be female, so his motivation must have been the age factor (thus, here I am, avoiding that anti-sexism diatribe trap of which I wrote last paragraph). As a contraindicating aside, however, about the time I was poised to say something pithy the next occurrence, he stopped doing this—and faculty friends familiar with the situation advised me that I was lucky that he patted me on the *head*!

I could go on and on about being reminded that I was *younger*, though I began to hear those sorts of reminders a lot less frequently when I quit wearing ethnic clothing, sporting tons of long curly hair, etc., left over from my grad school style, and opted for spike heels (it certainly didn't hurt to be a LOT taller, much closer to the average male height), three-piece suits (navy blue, of course, businessman-esque, though no tie and not in any way *masculine per se*) and a rather severe chignon hairstyle (oh so *sophistiquée*) and started publishing a lot, plus doing a lot of professional organization activities. In fairness, it wasn't necessarily being *younger* but being *newer* that kept my classload at the elementary level for a goodly while. On the positive side, there were plusses to being *younger/newer*—I was able to propose new ideas and new class topics and I was seen as « more approachable » by students, among others, all of which enhanced my career and experience.

Though all the aforementioned was considerably later than my very-much-younger days pre-university, I do remember the 60s activist refrain about never trusting anyone over 30. Even at the time, I thought that was pretty short-sighted, if not stupid. After all, my *parents*

(Continued on page 16)

(Pet Peeve Continued from page 15)

were in their 30s and I thought they were pretty « with-it » and smart, excellent resources. (Admittedly,, I was raised European-style in many ways and ecumenically, so the usual liquor-drinking values-rejecting rebellion-for-rebellion's sake from parents was not the issue for me that it seemed to be for some of my more, dare I say, « Americanized » classmates from, shall we say, more- traditionally-Puritan backgrounds. Not that I'm falling into the trap of reverse xenophobia here—I'm as « American » as they come in second-generation, middle-Americans who could have had a glass of wine at dinner at home, had I so requested.) Back to the point, as a teenager later, I realized that the saying was not literal but I was still uncomfortable with the age-reference specificity.

Now that I myself am *une femme d'un certain âge* (got to love the French for their euphemisms, though this reference leaves being 30-ish behind in the dust), I find that the (lack of appropriate) sentiment of that 60s trust-statement is alive and well, if embodied in other words but just as rudely discourteous going from younger to older. For example, at a dinner party during the last election, a (considerably-younger) colleague sitting next to me expounded on how--this is a direct quote—« 'old folks' should just die and leave running the world to [his] generation. » Fairly recently, a graduating senior sitting in my office, for whom I had laborously written over a dozen recommendations for different grad schools, bemoaned that « old professors » don't retire early enough to open up positions for the incoming (presumably, him, in a few years, unless he says something similar in interviews).

## “Authors’ Showcase”

# Calling All Authors

**Want to promote your latest book?**

We are adding a new column to the Winter issues of the newsletter, to promote new books written by our members.

If you have recently published a book, have your publisher send us a copy of the cover, and a **very** brief description, by December 14 .

*(factual description! no “rave reviews” ☺ )*.

Remember to include publisher/purchasing information



## Reflections on the History and Future of the Western Social Science Association

by Christopher Brown  
New Mexico State University  
WSSA Immediate Past-President

The roots of the Western Social Science Association (WSSA) lay at the junction of the Colorado-Wyoming Social Science Association and the Colorado-Wyoming Academy of Science. Out of discussions as to whether the two groups should go their own ways, and under the leadership of Dr. Curtin Martin of the University of Wyoming, came the birth of the Rocky Mountain Social Science Association in 1958. The Association hit the ground running, pulling together a slate of officers at its first meeting in 1958, developing a constitution and bylaws by 1960, and standing up a journal by 1965. WOW! That is quite the work completed in a short period of time!

As the number of people that were members of the Association and the spatial extent of these members increased, the membership voted in 1974 to change its name to the Western Social Science Association. Although the name and spatial reach has changed in the last 60 plus years, our mission to provide a warm and welcoming venue for social scientists to gather, share research, and have important discussions about relevant social science issues has not. Our logo notes the founding principles of scholarship, service, and collegiality - values we all hold to this day.

Of late, the international and global reach of the WSSA has become very evident, and with this realization has come the question as to whether our current name reflects who we are and what we call ourselves. At the spring 2019 meeting of the WSSA Executive Committee (EC), this question was formally raised, and the EC agreed that this question is worthy of additional thought and reflection, both inside the EC, and more importantly, among the membership.

**As I close this short article, I ask our membership to reflect on what we do, who we have become, and what name best represents this wonderful group. Please bring your ideas to the 2020 Annual Meeting of the WSSA; we look forward to hearing what folks have to say.**

### new column **Moving On**

Jessica Clark, Ph.D., formerly Co-Coordinator of WSSA's Rural and Agricultural Studies section, and currently serving as a member of the Executive Council, is moving on. Previously Chair of the Social Science & Education Division, and Associate Professor of History, at Western Wyoming Community College, she has moved to Northland Pioneer College and accepted the position of Vice President for Learning and Student Services at that institution.

The News is now accepting announcements pertaining to its current members. Send yours to the News editor, Kate Herke, at [WSSA.Admin@nau.edu](mailto:WSSA.Admin@nau.edu).



# Social Work Practice Along the US Mexico Border



by William B. Pederson, M.S.W.  
Northern Arizona University, at Yuma

Social workers' professional practice is built on regard for the worth and dignity of all people, and advanced by honoring the significance of the relationship, mutual participation, non-judgmental positive regard, confidentiality and privacy, honesty, genuineness, and responsible handling of conflict. Social workers demonstrate respect for and appreciation of the unique characteristics of diverse populations. This foundation serves the social work profession well and is consistent with "[T]he primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty" (NASW Code of Ethics, 2017, para 1). Consequently, social workers are committed to issues of social and economic justice at all levels of client systems, micro, mezzo, and macro.

The US Mexico border region is culturally vibrant with a fusion of Mexican and American cultures. It is common to hear Spanish, English and Spanglish spoken in the local communities. Holidays and traditions from both countries are celebrated and there is a strong emphasis on "la familia". Assimilation is a challenge on both sides of the border. Adding to this complexity, are multiple social issues and problems residents face living along the US Mexico border.

According to the US Census Bureau (2010), the general population of the border region is similar to the general U.S. population on the variable age. Twenty-seven percent of the population is under the age of 18 years slightly above the general population at 24%. Sixty-one percent of those residing in the border region are between the ages of 18-64 years, slightly less than the general population. Those over the age of 65 years in the border region is 12%, one percentage point lower than the U.S. proportion of 13%.

One of the most glaring differences in the border region compared to the U.S. is with race. Approximately 50% of the people residing in the border region define themselves as Mexican compared to 10.3% of the general population. The American Indian (excluding Alaska Native specified) population was also examined which revealed a very small number of American Indians (0.01%) living in the border region. There are more American Indians (6%) in the general population (US Census Bureau, 2010).

The border region people are also less educated than the general population. Approximately 69% of those 25 years and older have received a high school education and a little more than 17% have completed their bachelor's degree or higher. In comparison to the U.S. population, 85.6% of the population 25 years and older have completed high school or more and 28.2% have completed their bachelor's degree or more.

Income is another area that is remarkably lower in the border region compared to the general population by approximately \$20,000. The median income of the U.S. is \$50,046 and the average income is \$68,259. In comparison, the mean of means income for individuals residing in the border region is \$48,098.59. The median border incomes ranged from a low of \$21,707 in Zavala County, TX to a high of \$59,923 in San Diego County, CA (US Census Bureau, 2010).

There are also more people residing in the border region living in poverty compared to the general population. 27% of those under the age of 18 years are living in poverty compared to 21.6% of the general population in the same age group. There is not much difference with the elderly residing in the border region compared to their counterparts in the general population, 12% and 9% respectively. The noticeable aspect of those living in poverty in the border region is the proportion by race. 55% of the Hispanic population and 34% of the white population live in poverty compared to 25% and 10.6%, respectively, of the U.S. population (US Census Bureau, 2010).

*(Continued on page 20)*

# Registration prices

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

- \$170 for regular registrants
- \$105 for students, (full-time students, only)
- \$130 for retirees (for persons no longer employed in their fields)
- \$ 50 for non-participating guests (family or friends) of presenters already registered
- \$ 30 for President's luncheon ticket

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

- \$210 for regular registrants
- \$135 for students, (full-time students, only)
- \$150 for retirees (for persons no longer employed in their fields)
- \$ 60 for non-participating guests (family or friends) of presenters already registered
- \$ 45 for President's Luncheon ticket

On-Site Registration will begin at 3:00pm on Wednesday, April 1, 2020, with an additional \$50 fee to cover the additional expenses of on-site registration, for workers and equipment.

- \$260 for regular registrants
- \$185 for students, (full-time students, only)
- \$210 for retirees (for persons no longer employed in their fields)
- \$110 for non-participating guests (family or friends) of presenters already registered

There will be no registration activity between midnight CDT on March 17, 2020, and 3:00pm PDT on April 1, when **On-Site Registration** opens at the conference site.

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

## Refund Policy

Requests for refunds of conference registration must be made in writing, to the Conference Manager, at [WSSA.Admin@nau.edu](mailto:WSSA.Admin@nau.edu).

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

**2020 Portland, Oregon** -- Portland Marriot Downtown Waterfront -- April 1 through April 4, 2020  
**2021 Albuquerque, New Mexico** -- Albuquerque Hyatt Downtown -- March 24 through March 27, 2021  
**2022 Denver, Colorado** -- Denver Marriott City Center -- March 30 through April 2, 2022  
**2023 Tempe, Arizona** -- Tempe Mission Palms -- April 12 through April 15, 2023  
**2024 San Antonio, Texas** -- Hyatt Regency, San Antonio -- April 3 through April 6, 2024  
**2025 Seattle, Washington** -- Sheraton Grand Seattle -- April 2 through April 5, 2025

Finally, the unemployment rate in the border region is a little over 7% with nearly 12% of the Hispanic population being unemployed and a little more than 8% of the white population being unemployed. While these proportions are comparable to the U.S. population (12.9% Hispanic, 9.1% white) it should be noted that in May 2017, Imperial County, CA and Yuma, County, AZ had the second and third, respectively, highest unemployment rates in the nation with Imperial County's rate at 20.5% and Yuma County's rate was 18.9% (Bureau of Labor Statistics, 2017).

It is argued that these demographic variables serve as the foundation for oppression, leading to prejudice and discrimination (Lum, 2007) experienced by borderland residents.

On the Mexico side, people have little choice but to work in maquiladoras and live in colonias (Donelson & Esparaza, 2010). On the US side, Mexican migrant workers seek a higher income by working in the agricultural, meat processing, and service industries. US employers are no longer providing US health insurance and care to their employees, only Mexican health insurance with care provided in Mexico only (Patient Protection and Affordable Care Act, 2010).

Upon Trump's ascendancy to the White House in 2016, borderland residents have been experiencing an increased militarization of the border, racial profiling, family separations, child detentions, and deportations, all of which require sophisticated generalist practice social work interventions in a region in which there is a paucity of social workers skilled at maneuvering all levels of social work practice.

### References

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### About the Author

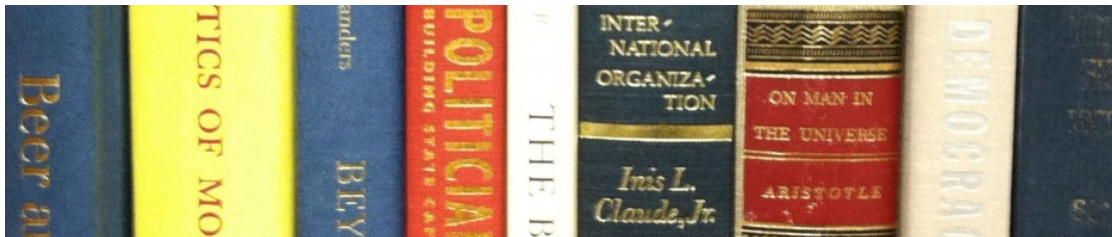
William (Bill) Pederson, M.S.W. is a Principal Lecturer and Social Work Program Director at the NAU Yuma Branch Campus. Mr. Pederson developed the first CSWE accredited social work program in the United States that focuses on U.S. Mexico border issues and populations. Mr. Pederson also served on the CSWE Board of Directors (2015-2018 and currently serves on the WSSA Executive Council.





# The Bert & Phyllis Lamb Prize in Political Science

*Rewarding undergraduate innovation and good writing*



Founded in 2013

## **Purpose**

The Bert & Phyllis Lamb Prize was established by Berton Lee Lamb II, Ph.D. and Janis C. Lamb in 2013 in honor of their parents. As children of the Depression and members of The Greatest Generation, the Lambs were strong advocates of education, viewing it as the solution to most of challenges facing our country and other cultures around the world. They firmly believed innovation, knowledge from a variety of fields, and tenacity combined with honed writing and communication skills promoted good government. In honor of those beliefs and in an effort to continue promoting the value of education, the Bert & Phyllis Lamb Prize in Political Science was created to support and reward undergraduate work that highlights these ideals.

## **The Prize**

The Prize is awarded annually. It includes public recognition in the form of on-line publication of the winning paper, a \$1,000 cash award, travel expenses up to \$1,000 to attend the Western Social Science Association (WSSA) conference, a plaque, and one-year membership in the WSSA. The Prize is sponsored by Negotiation Guidance Associates. The Prize will be presented at the annual conference of the WSSA.

## **Deadline for Submission**

Submissions are to be received by close of business on the third Friday in February each year. Applications that are not received by close of business on the deadline date will not be considered.

[Click Here for Eligibility and Selection Criteria](#)

[Click Here to Download the Application Form](#)

## **Helpful Links:**

[Good Writing](#)

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Examples of winning Précis:

Example 1—Précis and Full Paper for [An Efficient Electoral Method to Reduce Voter Ignorance](#)

Example 2 —Précis for [Corporate Oregon: A Narrative Study of Measure 97](#)



# Western Social Science Association

## Registration for Conference: April 1-4, 2020

### in Portland, Oregon, USA

Portland Marriott Downtown Waterfront

1401 SW Naito Pkwy

PLEASE  
**PRINT**  
CLEARLY  
=====

Your name badge, registration confirmation, and receipt will be based on the information you provide here.

For online hotel registration, go to [www.wssaweb.com/conference-hotel-and-city-information.html](http://www.wssaweb.com/conference-hotel-and-city-information.html)

Name: \_\_\_\_\_

Mailing address: \_\_\_\_\_

ONLY IF NEEDED, second line of address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ ZIP/Postal Code: \_\_\_\_\_

Country: \_\_\_\_\_ Employer or school: \_\_\_\_\_

Email address: \_\_\_\_\_

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

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

To pre-register on-line for the 2019 conference, please go to [www.WSSAweb.com](http://www.WSSAweb.com) and look under the "Conferences" tab

#### Conference pre-registration rates:

- \$170 individual members / \$210 after Jan.7
- \$105 student member (full-time students, only) / \$135 after Jan.7 Student ID required at registration desk
- \$130 retired member (not employed full-time in field) / \$150 after Jan. 7
- \$50 your spouse/partner/guest (who is not a presenter, moderator, or discussant) / \$60 after Jan. 7

Name of guest, as it should appear on nametag: \_\_\_\_\_

#### Special Events at conference (optional):

- \$30 each ticket, / \$45 after Jan.7 President's Luncheon & Awards Ceremony, on Friday, April 3, 2020
- # of tickets \_\_\_\_\_ Total amount for tickets \$ \_\_\_\_\_

#### Mail form with check or money order to:

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

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

All members can view the *Social Science Journal* online at the publisher's website.

#### **IF** and only if

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

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