

THE CCWH NEWSLETTER

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 NEWSLETTER FOR THE COORDINATING COUNCIL FOR WOMEN IN HISTORY

AHA CANDIDATE STATEMENTS

INSIDE THIS ISSUE:

Adoption History Project	9
Public History	11
News From Members	11
IFRWH Conference	12-13
Berkshire Conference	14
Job Announcements	15
Conference Announcements	16-17

In July our Executive Director, Jennifer Scanlon, sent the following questions to all candidates for elective AHA offices. We felt it only fair to wait until after the AHA had circulated its own candidate questions, lest there be any confusion about who was asking for what and for what purpose. Summer is a difficult time to contact many professional historians, who may be out of town (or the country) on research trips, moving to new positions, or away from the office for other reasons, so we regret missing responses from those who didn't receive our correspondence in timely fashion. As you will see, some of the candidates have chosen

to combine their answers to the separate questions or to use them as a starting point for a more general consideration of the responsibilities of the AHA and its various offices. We are grateful to all those who responded and appreciate the chance to learn of their views and experiences.

Here are the questions:

1. Please describe any activities you have encouraged for the professional advancement of women and minority scholars and students.
2. If elected, how would you work to achieve parity for women and minority scholars in terms of promotional



U.S. Capitol
 (source: DC Committee to Promote Washington)

- opportunities? (Address the concerns of adjunct faculty, women, and minority scholars)
3. What role do you envision for the AHA in serving the needs of historians in the field of public history?
4. How would you support the advocacy work of the National Coordinating Committee for

PLEASE NOTE IMPORTANT ADDRESS CHANGES:

Dues/Membership Forms/Financial Matters should be sent to:
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PARENTAL LEAVE SERIES: SO, TELL ME ABOUT YOUR LEAVE POLICY

BY MAUREEN E. REED

The Family Medical Leave Act (FMLA) allows professors to know they will be able to continue their jobs when they take time off after the birth or adoption of a child. Since this leave is unpaid, however, the AAUP has encouraged "institutions to offer significantly greater support for faculty members and other academic professionals with family responsibilities." Moreover,

the distinctive nature of the academic workplace demands leave policies more complex than the FMLA.

Hoping to gain insight on how academic employers have responded to this challenge, I sent a query to the H-women discussion list last spring, asking people to share their experiences with parental leave. In light of CCWH's tradition of

mentorship, I compiled these responses into a list of questions a job candidate might ask of potential academic employers.

1) Do you offer paid leave after the birth or adoption of a child? If not, what other options are available, beyond FMLA?

While many respondents

(Continued on page 9)

AHA CANDIDATE STATEMENTS

(continued from page 1)

PRESIDENT

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Since I am president-elect, I have had the privilege of several months on "the learning curve" with the AHA, and I have mainly been listening to colleagues on the various key committees as they think through the problems of the historical profession. I think that the current committee structure of the AHA is pretty well structured to allow issues concerning minorities and women to be aired fairly and comprehensively, and with guarantees of confidentiality where requested or required. There has been special attention to two of the issues you mention, public history and adjunct faculty. To an important extent, both of these are budgetary, and I have been beginning to understand (thanks in part to the briefings from the History Coalition) how complex the Washington and State Capitol discussion can be. It is therefore essential that the AHA try to see where the main cuts are being made, and where and how such cuts can be contested or even reversed. That will be one full time concern for the AHA Council. In an area such as adjunct faculty, there are clear problems of unfair treatment which can (and are) being addressed. There are also some ambiguities and differences of opinion concerning the circumstances in which scholars work with adjunct status -- in some cases they clearly value the more flexible obligations that such positions sometimes offer.

One big problem, that is crucial to all historians without regard to gender, is the current crisis in scholarly publishing. The AHA is now confronting this directly, and it will be a big part of my job next year to see if we can

somehow adjust to the new worlds of publishing in ways that still enable all historians to get their views and their researches known.

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No response received by press time

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1. For those of my generation graduate school meant forming committees and support groups to protect and develop our ability to become professional historians. In the 1970s and early 1980s having a token woman or minority whom one treated as a special sign of one's own social enlightenment accompanied the belief that an absence of women and minorities was a mark of high quality. So collective action was constant to instruct deans and other administrators that we were intelligent, had rights, and deserved tenure and promotion. Because it is easy to find fault with someone's record and to use that to hide racism, sexism, and other forms of discrimination, there were struggles to overturn the many rejected tenure and promotion cases.

These struggles, frequent in the 1980s, take enormous amounts of time even down to the present day. It became apparent that one had to undertake an attendant campaign that would help the profession as a whole value and honor the work in women's and minority history (including that in African-American, Hispanic, gay and lesbian, and disability studies)

with which women and minorities were often involved. I have organized a wide variety of conferences, programs, and edited volumes in these areas to highlight this work as a way of advancing the professional and intellectual cause of women and minorities. I have worked with others to start programs that would gain internal university and external funding for release time, special faculty awards, post-doctoral fellowships, and extra graduate student funding to serve the twin ends of furthering scholarship and strengthening professional standing.

I also strive for the development of graduate students into strong and aware professionals. It is important that young men and women of any ethnicity, race, or sexuality recognize the hierarchical and prejudicial beliefs in the society at large that can weaken professional standards of fairness and objectivity. All people entering the profession must be prepared to recognize the temptation to prejudicial thinking and to opt instead for fairness.

2. It is crucial that we see the ways in which social hierarchies have and still do inform the profession. In the 1980s the Carnegie Foundation published its study "A Chilly Climate in the Classroom," which in fact applied not just to the classroom but to all levels of academe. The Carnegie Foundation's message is still pertinent. We must continue building awareness of the persistence of prejudice in the academy because it remains a reality in the society of which we are a part. The persistence presents still another disadvantage to women and all minorities: they are obliged in ways unknown to those privileged by race, sex, sexuality, or able-bodiedness to give enor-

mous amounts of time simply to fighting prejudice and righting injustices. Everyone must be responsible for upholding standards of fairness.

The AHA has contributed mightily to encourage fair practices. Its committee structure has promoted professional and intellectual awareness, while the surveys and articles in Perspectives have laid out the facts of our professional profile. The Perspectives columns by AHA presidents have shown real leadership in promoting professional fairness and the development of history into a more democratic field for study, teaching, and professional life. I would continue and hope to expand the AHA's capacity in this area. For instance, the feminization of poverty in the academy through the disproportionate number of women in the lower ranks, including adjuncting, should be of concern to us all, and the president of the AHA must help change this situation.

3. From the late 19th century on, Lucy Maynard Salmon of Vassar College encouraged her students to found archives, museums, and historical societies wherever they settled after graduation. These archives and museums would house evidence of the kind of social and cultural history that the profession usually ignored but in which Salmon was a pioneer. Almost simultaneously, from outside the profession, novelist and essayist Pauline Hopkins wrote on notable African-Americans for the Colored American Magazine. In those days public history by women and minorities was an important and pioneering venture that ultimately came to reshape the academic field through the constant innovation of people outside the university.

Today the field of public history is vast and public historians continue to play an inno-

(Continued on page 3)

AHA CANDIDATE STATEMENTS

(Continued from page 2)
vative role both in their scholarship and in their translation of scholarly findings for the general public. Their influence is enormous, as public history constitutes a primary source of historical understanding and as graduate students eagerly train for careers in this field. Thus public historians have valuable lessons to teach based on their ability to reach the public. The AHA can help build a stronger relationship among the various practitioners of history.

Public historians, including those in the academy, need to be valued on a consistent and reliable basis. The AHA can help by continuing to sponsor public history sessions at annual meetings and to promote the further development of standards for training, tenure, and promotion of public historians. The definition of a publication may need to be reconsidered (as it is in the case of electronic publications) now that we are ten years past the excellent 1993 AHA report. The task force on public history, due to report soon, can help compose such guidelines as part of formally incorporating the concerns of public historians into the AHA.

New initiatives can strengthen the intellectual relationship between academic and public historians. The AHA can consider a publication or pamphlet series on public historians' methodologies and their accomplishments in their various fields. These would be useful not only in the teaching of public history but also in making teachers at all levels aware of pedagogical and scholarly opportunities. AHA sponsored publications would be useful in integrating public history into historiography courses, which most colleges and universities offer, in creating recognition for the field in the academy, and instructing all of us in the valuable tools of public history. The AHA must continue to ensure the accessibility of documents and records to public his-

torians and to support the funding of public history.

4. At the moment the closing of important state and local museums and historical sites constitutes a real crisis in public history. The AHA must continue to help the National Coalition for History lobby to protect the valuable work of public historians in these institutions and to advance the NCH's record of success. The threat to public memory—both in terms of funding and in terms of professional standards and neutrality—is a serious one. I would want to help increase AHA members' responsiveness to the NCH's calls for the support and activism that will help turn this situation around.

Today few of us can afford the ivory tower because history has become a topic of public discourse, even of public dispute. The National Coalition for History informs us of governmental initiatives and in return needs the engagement of everyone to continue its admirable and essential task of serving as a bridge between professional historians and policy makers. The integrity and quality of historical research, teaching, and public representation rest on this crucial connection. The AHA has been foundational to the NCH and must continue its support. My goal would be to help expand the National Coalition's outreach in these critical times even via such simple mechanisms as expanding the AHA's data base of email addresses.

VICE PRESIDENT, TEACHING DIVISION

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1. In the doctoral program in

world history in which I have played a major role, out of 22 enrolled 10 have been female; 8 have been persons of color (4 of them international); and 5 have been women of color (2 international). We have granted 8 PhDs including three to women; all are employed as historians. (Attrition has been modest: most of the rest will finish soon.)

Along with my co-director Dr. Deborah Smith Johnston (a graduate of the Northeastern program) I have led numerous professional development workshops for teachers of world history, notably the AP course. It has been a pleasure to see the women and men from these workshops assume positions of leadership in the AP world history course and in other teacher activities.

2. It has been my experience, particularly in my years as a community college teacher, that it is possible to form coalitions of full-time and part-time faculty. Such coalitions can emphasize the commonalities of all scholars, can counter the administrative separation of full- and part-timers, and can develop procedures for moving some adjuncts to permanent positions. The AHA Teaching Division can address this issue by focusing on conditions of teaching as well as on techniques and objectives of teaching.

3. The AHA Committee on Graduate Education has given clear attention to the expansion of the several arenas of public history. I support its recommendations calling for more attention to public history in graduate programs and in activities of the AHA.

4. In the several decades since the notion of affirmative action was formalized, it has become clear that there will be a permanent need for advocacy

organizations to pursue issues in social equality. In the historical profession, the cause of advancing the position of women and minority scholars has been argued ably and with success by the National Coordinating Committee.

I would favor maintaining an active and visible role of the National Coordinating Committee in the affairs of the Teaching Division.

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No response received by press time.

COUNCIL, SLOT 1

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1. I regularly conduct teacher workshops for K-12 teachers (predominantly women) on various topics of American history and women's history. These workshops have been well received by the participants and provide important support for teachers who find little time for professional development. On our campus, I chair the campus diversity committee, a committee of faculty, staff, and students. This committee works to improve interpersonal relations on our campus. We also work to provide support regularly for minority faculty, staff, and students through a variety of programs.

2. If elected, I will provide a

(Continued on page 4)

AHA CANDIDATE STATEMENTS

(Continued from page 3)

voice on the board for women and minority scholars and will work in every way possible to enhance professional opportunities for all scholars. Since I teach at a community college, I will provide a unique voice on the AHA board.

3. Public historians and academic historians need improved communication. I have worked in the field of public history on a variety of local projects. There are numerous opportunities for these two groups to work together. The AHA can foster such opportunities. I presently chair the Tennessee Conference of Historians, an annual meeting of public and academic historians in Tennessee and have experience in bringing these two groups together.

4. I will work in my home state as well as on the AHA board to promote the work of the National Coordinating Committee for the Promotion of History. The NCCPH needs better visibility in many parts of the country. I have just completed writing a proposal for the Teaching American History program of the Department of Education. This experience has reinforced my support for the work of the Committee. The work of the NCCPH can also provide an opportunity for public historians and academic historians to interact.

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1. I have long worked at making the subject matter of history less patriarchal. Teaching world history provided a unique opportunity to rethink and correct this traditional bias. My course and text, *The West*

and *the World*, organized in terms of topical issues, made the study of gender and of racism major approaches to the subject. Partly in response to my efforts, I was invited in 1987 to give the keynote address on "Women in World History" at the World History Conference at Colorado State University. In editing a series of books in world history, "Sources and Studies in World History," for M.E. Sharpe, I also looked for titles by and about women. One of these, *Women in World History*, edited by Sarah and Brady Hughes (1995, 1997), then the only anthology of women in world history available, is still widely used. I have also had a special interest in the study and reversal of racist behavior and prejudices in our society. I teach a course on racism and have recently co-edited a book on the subject, *Racism: A Global Reader*.

2. I am in favor of the use of affirmative action guidelines for recruiting and promoting women and minority scholars. I am also in favor of the AHA working to reduce the large numbers of adjuncts, often women and ethnic minorities, who teach an abundance of our introductory history courses, by encouraging colleges to hire them as full time faculty. The AHA can also encourage its numerous affiliated societies to represent the broad range of historians in their governance and policies. As the founding president of the World History Association, I worked to include women at all levels; three of the first eight presidents were women.

3. As a generalist, community college teacher, and writer, I have always recognized the importance of reaching the larger non-academic audience that learns its history on television, in museums, and in other public venues. As such, I have always responded to the opportunity of sharing my own work in public fora. I learned as a result of the enormous response to my

migration maps on the globe at Ellis Island that the public cares deeply about the presentation of its history. That experience teaches me that the AHA must play a more active role in the training and representation of public historians.

4. I would want to work with the CCWH in its efforts to represent and increase the role of women, and the attention to women's history, in the profession. I would also want the AHA to support CCWH efforts to strengthen ties between permanent faculty, adjunct faculty, graduate students, secondary and elementary teachers and students, public historians, and the general public. It is ironic that while women make up half of the public, and more than half of the K-16 teachers of history, they are still a minority of the professorate.

COUNCIL, SLOT 2

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1. Besides the regular activities in a department and in scholarly organizations, I found being a graduate studies director to be the best place to affect changes in the profession and make opportunities for women and minorities to enter the profession. I still believe that recruiting a more diverse graduate student population is the best way to shape the future of academic historians as well as all types of public historians as well as those in the private sector. So, the best part of that job was making known to people not thinking about a career in history the opportunities in the profession.

2. Parity or equity is of course the big issue. I was fortunate to be a member of a history department at a research I university (Colorado) for nineteen years where I believe we

reached parity at all ranks with respect to gender, but failed like most places to retain all minority faculty members, and where the situation of the growing ranks of adjuncts remained unenviable. Having seen equity come into being as a result of long efforts by committed faculty, I know that it just doesn't happen, even with the best of intentions. I think the lesson is critical mass -

when there are a sufficient number of voting members of a department who are women and minorities, the claims of equity become difficult and then impossible to ignore. I guess the threshold here is something like a third, but many departments seem unable to reach that critical mass without an administration that makes any hiring depend on a plan to achieve equity. Parity in salaries only exists where a vigilant administration has an eye on inequities and the money to correct the problems. Even when equity is achieved, the victory can be temporary as old habits die hard. Parity in hiring seems to thrive only where women and minorities are fully represented in searches, and again where a vigilant EEO office monitors searches and the fates of applicants. The best that can be done for adjuncts is to make as many full time as possible and to have a bill of rights for them that guarantees some security in employment and especially health benefits. Professional organizations like the AHA and the MLA will never be as good at monitoring progress on these issues as advocacy groups like the AAUP, for example.

3. The AHA can best serve the needs of public history by becoming more of a clearing house for advertising all types of employment opportunities for historians on a regular basis-- both in government positions as well as the growing
(Continued on page 5)

AHA CANDIDATE STATEMENTS

(Continued from page 4)

number of historians employed in the private sector.

4. I must confess to being unaware of this National Coordinating Committee until you asked about it. After looking at its web site, it certainly seems to merit AHA support.

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While numbers of women scholars and students in history has increased in recent years, the dearth of minority scholars in the field is very disturbing. I teach at an undergraduate college and my role at this level has primarily been to mentor women and minority students who have then gone on to a career in history. But of course this affects only a tiny number of students. What is really needed to bring about change in the field is to work at all levels of education—from K-12—to bring more minority students into higher education in general. Elite colleges and universities can do more to work with the public education system in their communities and to draw in students from their immediate surroundings.

PROFESSIONAL DIVISION

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1. Over a course of about two decades of university teaching and employment, I have participated in several activities promoting the professional advancement of women, both in

formal and informal settings. Informally, like many of my colleagues, I have encouraged women and minority students to continue on to graduate or professional education in several fields, not only history. Like other faculty, I have often served as an (informal) mentor to younger, professional women, as graduate students and faculty at my own university as well as at other institutions entirely. In addition, while teaching (in a non-tenurable position) at LeMoyne College (Syracuse) I and two colleagues instituted the first Women's History Week organized at LeMoyne and bore most of the responsibility for that and two subsequent Women's History Weeks (obviously I did not work alone here). I have also conducted workshops on topics involving the teaching of women's history in larger survey classes, such as Western Civilization. Over the last several years, I have been a regular participant in the Graduate Women's Gatherings (part of the Graduate Programs Office at Carnegie Mellon University) as a discussant on panels treating, among other topics, managing a commuting marriage, organizing time, saying no, and mentoring. I have also served on the CCWH/Berkshire Conference of Women's Historians Graduate Student Award and the Ida B. Wells Graduate Student Fellowship selection committee.

2. The AHA should address three issues in particular to achieve parity for women and minority scholars and to assure fair dealings with adjunct faculty. The AHA is not, of course, in a position to mandate policies at individual institutions, but can forcefully and emphatically propose and support positions that it believes benefit these faculty. The Professional Division must be actively engaged here. First, despite the fact that parenting leaves are now more common than in the past, they are by no means universal. Universities and departments should be encouraged to develop clear policies about such leaves and about the adjustments that need to be

made in tenure and promotion clocks. Second, the very thorny issue of spousal appointments must also be discussed more openly within the AHA and in the broader professional world. Finally, although certain improvements have been made in the way in which universities recruit, compensate, and promote adjunct faculty, the problems adjuncts face continue. Not all adjunct faculty hold the same expectations, of course, nor do they present the same talents. Some adjunct faculty desire only part-time employment or desire it at some time in their lives. Avenues for faculty to move from part-time to full-time employment (or vice-versa) should be more vigorously explored. Unfortunately, all too often university administrations are far too concerned with the bottom line; adjuncts are cheaper than tenured (tenurable) faculty and they are often powerless, serving very much at the mercy of their employers. All adjunct faculty should have health benefits, be allowed to participate in pension plans, and enjoy reasonable working conditions, including office space, mailing and library facilities, and the like. Just as disadvantageous is the fact that adjunct faculty rarely enjoy research support, encouragement for, or appreciation of, their scholarly credentials and accomplishments. Tenure is still the best way to protect all faculty and perhaps the idea of tenured adjunct faculty is not without its merits; certainly it should be discussed.

3. The AHA has become very supportive of public history in several ways. The Professional Division established in 2001 a Task Force on Public History. My own department runs a nationally-recognized program on History and Policy that, although I am not a policy historian, has made me aware of the demands and expectations of public and policy history and historians. AHA Past-President, Joyce Appleby, queried in March 1997:

Should we all become public historians? The public interest in history is enormous and it is also far more discriminating than is believed. Military history remains big, but I have also witnessed personally the interest and fascination the public shows for other topics. To cite one from my own field, medical history is popular and not just the great men in white version of it, either. The AHA should continue the initiatives it has already begun but might be pushed to encourage history faculties to offer their own public lectures, perhaps within the framework of other exhibitions or celebrations. A Mozart festival at the Kennedy Center a few years ago, for example, bookended musical performances with lectures on art and architecture, daily life, medicine, science, dance, and popular entertainments in Mozart's Vienna. The audience was large, enthusiastic, and generationally varied.

4. The primary goal of the National Coordinating Committee for the Promotion of History (now: National Coalition for History) to serve as a central advocacy and educational outreach office is fully compatible with the mission of the AHA. Cooperation between historians and archivists is extremely desirable for every person interested in history professionally but also for a far broader segment of the population. In particular, the AHA can contribute to the goals of the NCH to educate Congress about the importance of history; to engage the American public on historical topics; and to work more closely with journalism by providing assistance, for example, in identifying historians willing and able to perform publicly; suggesting topics and crafting presentations that will appeal widely; and providing useful information.

(Continued on page 6)

AHA CANDIDATE STATEMENTS

(Continued from page 5)

for dissemination to legislators. In the last respect, for example, it is important that the AHA and the NCH combat the false impression that there exists some deep and unbridgeable gulf between teaching and research and that doing one well precludes doing the other well (or at all).

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1. I was one of the few founding members of the Women's Studies Program at DePaul University. Although no longer directly involved, I remain interested in the myriad activities of the Program. As a minority, I am very cognizant of my potential as a role model. I have advised and actively continue to advise minority women and others on career possibilities and paths.
2. I will use every opportunity to work to turn adjunct positions into tenure-track lines and to open these opportunities up to minority candidates, women as well as men. In my present position, I have long advocated adding a historian of native (North) Americans to our Department. I also advise colleagues and have served as a mentor.
3. I see the AHA as a possible coordinator of activities of public historians with the wider field. I also think that the AHA could do more to encourage participation of public historians (perhaps with sessions at the annual meeting) and to publicize their activities. More space in the Newsletter would be a start.
4. I would give willing of my time and use my energy to contribute to their efforts.

RESEARCH DIVISION

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1. As department chair over the last three years I have worked to hire more minorities and women in my department, and to help other departments to do the same. We have hired seven new faculty in the last three years: three are women, four are minorities, including an African American endowed chair. My goal this year is to hire three more new faculty, and I expect at least two of them will be minorities. (Our department was singled out by the university's Opportunity Development Office for an award for our work in diversifying the faculty.)
2. This work needs to begin at the undergraduate and graduate levels. We need to mentor and nurture more women and minority scholars to guide them into graduate school, and then to train and place them in academic positions. We need to make sure that university administrators from department chairs to president work with us to hire minorities and women, mentor them, and help them succeed. We are doing this at Vanderbilt now under an entirely new administration that has come in over the last three years.
3. I want the AHA to pay more attention to historians outside the traditional academic employment in universities and colleges. In particular, we need to pay much greater attention to public history and public historians as an important means of communicating history to the general public.
4. The work of the NCCPH

(now the National Coalition for History) is of vital importance and should be supported by the AHA in every way possible. I would work to make the work of the NCH better known to all members of the AHA.

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TEACHING DIVISION

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1. The professional advancement of women and minorities in the United States rests not only upon expanding access to diverse types of professional training, but upon a reconfiguration of the race, class, and gender components embedded in current conceptualizations of the professional persona in our society. The current bias against time taken away from paying work or scholarship to care for family members continues to particularly place women at a disadvantage in professional life. Community colleges have traditionally been more hospitable institutions for minority students and for single

parents, particularly women, who wish to enhance their academic credentials. My decision to teach at Queensborough Community College--which boasts an extremely ethnically diverse student body, the majority of whom are female-- was motivated largely by my commitment to working with and advocating for these students. Teaching at Queensborough has also afforded me the opportunity to develop courses in women's and world history, and to collaborate with student organizations to invite speakers to our campus who have treated such issues as domestic violence in immigrant communities, and the international micro-credit movement.

2. The academic union to which I belong, the Professional Staff Congress of the City University of New York, has broken important ground in promoting adjunct parity by assuring CUNY adjunct faculty access to health benefits, as well as compensation for office hours and professional development. In addition to supporting these initiatives, I have mentored female junior and adjunct faculty as a tenured member of my department, and worked for gender parity in the promotion of distinguished faculty as an officer of the Medieval Club of New York and contributing editor of the newsletter of the Community College Humanities Association. As a member of the American Historical Association Teaching Division, I would work to further the dissemination of original curricular approaches that offer global perspectives on historical developments, and promote the research and teaching of female and minority scholars. The teaching division should, moreover, draw upon the expertise of primary- and secondary-level instructors in

(Continued on page 7)

AHA CANDIDATE STATEMENTS

(Continued from page 6)
addressing the challenge of how to revive the teaching of history in our schools. All members of the AHA—whether they hold full-time or part-time appointments, at academic or public institutions—should have access to AHA-sponsored professional development opportunities, such as the world history seminars in which I participated at the Library of Congress. As a member of the AHA teaching division, I would also support the AHA's affiliation with the Coalition for the Academic Workforce, which continues to monitor the implications of adjunct hiring for college classroom instruction.

3. Teaching and public history are inextricably linked. Not only do public historians contribute important research on aspects of history often overlooked by academic scholars; they contribute crucially to the promotion of history among non-specialists. Their work is vital to creating a collective commitment to the preservation of historical sites and an audience for the findings of historical researchers. As a member of the teaching division, I would work to foster further partnerships between academic institutions, museums and libraries, and look for other ways to involve public historians in the challenge of expanding public interest in history and historical knowledge.

4. Members of the teaching division play a key role in supporting the long-standing partnership between the American Historical Association and the National Coordinating Committee for the Promotion of History. As a member of the teaching division, I would support this partnership by working to disseminate effective teaching and curricular strategies that encouraged students to make history central

to their projects of life-long learning.

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The Department of History at the University of Arizona is an unusually welcoming environment for women, minority, and non-traditional students, both graduate and undergraduate. Thus I have had the opportunity to work with a large number of these students during my years there. While I believe that the teaching and mentoring of students requires wholehearted commitment on behalf of the historian, regardless of the identity of an individual student, there are certain categories of students who deserve mentoring tailored to their particular circumstance. I have always attempted to do this in all of the activities associated with teaching and mentoring. This year I received the award for the best graduate student teaching in my particular college at the University of Arizona. The student who nominated me for the award is a non-traditional student who also received one of the CCWH Prelinger Grants. I have also worked with pre-collegiate students on National History Day projects; this year I worked with a student whose project was devoted to the study of women and gender. In addition, I have served as the Phi Alpha Theta faculty advisor for several years and have employed the PAT

structure to promote women and minority students' knowledge of how the historical profession works as well as in the skills needed to be a successful historian or academic, such as public speaking, organizing conferences, and other campus or public events.

Promotion for junior historians is, needless to say, a direct function of being systematically included in the myriad scholarly, professional, and other types of activities associated with the historical profession. But the opportunity has to be consistently offered to those moving up in the profession and this often is contingent upon more senior scholars making an effort to involve junior faculty and, above all, adjunct faculty through invitation to join, or nomination to serve on, a particular committee, project, or collective endeavor. Thus if elected, I would do my utmost to identify and include in the nominating process as many women, minority, and adjunct faculty as possible.

The relative importance of various sub-fields of history have always shifted in response to larger transformations occurring either on the national level or in the international sphere. In my view, the political crises of the past two years have served to increase the relative importance of the field of public history vis à vis other types of history. I would hope that the AHA would take steps to promote/nurture historians working in public history since we need them, their scholarship, and their particular knowledge more than ever previously. Directly related to this in many senses, is the work of the NCCPH which also has become even more critical due to the same political forces and crises mentioned above. At present, certain fields of history, and the historians who work in those fields, are under attack in ways sometimes subtle, others not so subtle. Middle Eastern history is

one example but World History is also under attack. This impacts the high schools as well and programs which attempt to serve pre-collegiate teachers and students, such as a very successful NEH World History project for HS teachers which was not funded this year, the decision not to fund occurring at the very top of the NEH hierarchy in Washington. The NCCPH needs our full support since this lamentable situation will only grow worse unless we all mobilize for action.

NOMINATING COMMITTEE, SLOT 1

Antoinette Burton
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1. In all three of my jobs since receiving my PhD in 1990 (Indiana State, Johns Hopkins University and the University of Illinois), I have been affiliated with Women's Studies Programs which have taken anti-discrimination stances on race, gender and sexuality. In addition to mentoring women and minority graduate students, I helped establish what is now an annual graduate symposium on women's and gender history at Illinois, which is a useful pre-professional venue and offers a number of mentoring possibilities both for our grad students and for incoming ones since it happens during recruitment weekend. Also, in 2004 the *Journal of Women's History* is coming to Illinois under the co-editorship of myself and Professor Jean Allman. Among other things, we plan to use the *Journal* as an opportunity to mentor students in the production of feminist scholarship.

(Continued on page 8)

AHA CANDIDATE STATEMENTS

(Continued from page 7)

2. As a member of the Nominating Committee I would work to bring as many women and especially minority scholars into the committee structure, where they could in turn influence the policies and programming of the organization as a whole. I think we also need to educate each other, our students and the public at large about the costs of underrepresentation, especially in this era of anti-affirmative action.

3. The AHA should continue its role as promoter of all kinds of history, not least public history, which has the power both to showcase what we do to audiences beyond the college and university classroom and also to transform our understandings of what history is and who it is for. This might include strengthening ties to the National Council on Public History as well as to their journal, *The Public Historian*, and linking their activities to the AHA's support of history teachers from K through 12.

4. In response to this question I contacted Dr. Bruce Craig, head of the National Coalition for History (as it is now called). He urged me to encourage colleagues to be aware of and support the Coalition's ongoing appropriations efforts on behalf of the National Endowment for the Humanities [especially the "We the People" initiative, the National Archives and the National Historical Publications and Records Commission (NHPRC)] and the Department of Education's \$100 million toward "Teaching American History" grants. He also urged us to familiarize ourselves with the Coalition's litigation efforts in partnership with other organizations to advance government openness (FOIA) -- through, for example, the establishment of a

"historian of the House" position and a history office in the new Department of Homeland Defense. Obviously, getting the interests of women and minorities represented in all these domains should be part of the AHA's overall mission. If elected I would encourage nominees to all the AHA offices to be aware of these initiatives and to make them part of their agendas once they are in their respective positions.

John A. Davis

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No response received by press time

NOMINATING COMMITTEE, SLOT 2

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No response received by press time

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1. I have served on two committees that have hired women historians and voted for eighteen women. I wish my female colleagues were as interested in hiring minority scholars as I have been in hiring female colleagues.

2. I have done this through my service on the universities hiring, promotion and personnel committees.

3. I have no answer for this question.

4. At this particular historical moment I am a great fan of the National Coordinating Committee for the Promotion of History. We need to promote the teaching of history at both the primary and secondary levels of American public education. I serve on the California Department of Education's Social Science / History Content Review Panel. I also work in the University of California, Davis the Area 3 History and Cultures Project for primary and secondary school teachers. These programs help to acquaint school teachers with the latest and most significant interpretations of American history. At a time when critical history is under assault by reactionaries I think working in these programs is an important service component of my job.

NOMINATING COMMITTEE, SLOT 3

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No response received by press time

Dina Rizk Khoury

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1. A member and sometime chair of search committees in my department, I have worked at ensuring that our department hired qualified women and minority candidates. At the same time, I have been active in mentoring, both formally and informally, women and minorities among faculty and students. As director of the

Middle East Studies program at my university, I have tried to create venues for cross-cultural exchanges that allow for the professional advancement of students. Within the organizations I belong to in my regional field of Middle Eastern history, I am particularly sensitive to the pressures experienced by minority scholars who are asked to juggle professional demands with demands on their time as spokespeople of their ethnic group. Developing mechanisms, such as associations and workgroups, that ensure that they are able to do both is crucial for their success.

2. Ensuring that the AHA set up effective and consistent guidelines for mentoring women and minorities as they come up for promotion is a priority. For adjunct faculty in general, it is important that they achieve compensation for their services at the scale set for regular faculty and that they obtain benefits. The AHA should encourage departments to include adjunct faculty in meetings and decision making.

3. The AHA is already working on serving the needs of historians working in public history, particularly those writing in the field of American history. However, I envision a more active role for the AHA in linking historians, journalists, and public intellectuals working on non-American history, particularly that of Asia, the Middle East, and Africa, to professional historians working in these areas. While area studies associations do quite a bit of work in this field, historians of these areas often take second stage to political scientists. It is important, given the predominant role the U.S. plays in the world, that the AHA take on a more active role in educating and serving the public.

PUBLIC LAUNCH FOR THE ADOPTION HISTORY PROJECT

Eugene—University of Oregon Professor Ellen Herman has created the first web site on the history of child adoption in the United States.

The Adoption History Project (<http://darkwing.uoregon.edu/~adoption>) is a digital public history resource, profiling people, organizations, topics, and studies that shaped modern American adoption in theory and practice. Hundreds of images and primary documents illustrate such topics as the orphan trains, infertility, sealed records, eugenics, baby farming,

telling, and transracial, international, and special needs adoptions.

“Currently, there is almost nothing about adoption history available on the Internet,” said Herman. “Many people with personal and professional ties to adoption may not be aware that adoption has a history at all. I hope the site will begin to fill this gap and tell the fascinating story of adoption’s past.” The web site will also interest high school and college teachers who cover child welfare, family life, public policy, and related issues in their history and social stud-

ies classes.

The Adoption History Project is supported by the National Science Foundation and the Center for History and New Media. Ellen Herman is the author of *The Romance of American Psychology: Political Culture in the Age of Experts*. She is currently completing a book, *Kinship by Design*, about the history of child adoption in the twentieth-century United States.



Mrs. William Stewart and her adopted daughters Marion and Ethel in 1919. One of the children was blind and the other physically disabled at a time when “special needs” adoptions were still rare. (picture used with permission)

REED CONTINUED

(Continued from page 1) reported being able to use accumulated sick, vacation, or personal leave, few academic employers offer paid leave specifically designated as “parental.” When it exists, the formats vary and often include options. At a private university in the Northeast, for example, new birth mothers may take eight weeks of “disability” pay, or, like new birth fathers or adoptive parents, they may choose to take a full semester at one-third pay. Colleges that do not offer paid leave may at least offer the continuation of unpaid leave beyond the twelve weeks guaranteed by FMLA, but many families cannot afford this option, especially if health benefits terminate when FMLA leave expires. A few respondents emphasized, however, that even paid leave policies may imply a leave from teaching only—professors may be expected to keep up with their normal workload of advising, committee work, and research. One professor, for example, was told by an administrator when requesting her paid leave that she “should have time at least to write an article.”

2) What provisions exist for teaching only part of a semester?

Some leave policies require professors to take leave either for the semester the baby is born or the semester afterwards, in order to avoid the need for mid-term substitutes. When a professor elects to take leave for only part of a semester, their departments often experience difficulty covering courses, especially if they do not receive support from administration. One professor used three weeks of sick leave but chose not to take a few more weeks of unpaid leave, despite a C-section, because she “didn’t feel it would be fair to the students to miss more time . . . in the middle of the semester.” While her dedication is admirable, it’s difficult for professors in such situations to choose leave when they feel tenure might be on the line, even when their health might also be at risk.

3) How exactly does one qualify for your parental leave policy?

This question has particular relevance for new faculty, men, and adoptive parents. Most policies are written only with

permanent faculty in mind—one of my respondents found that the same private university that had proudly announced its paid leave policy during her campus visit only granted such leave to birth mothers who had taught at the university for at least two years. Policies based on “disability” leave exclude fathers and adoptive parents, and since such policies often use a baby’s birth date as the start of a leave, women who give birth during the summer might find that they cannot take any time off from teaching at all.

4) Can you give me a few specific examples of how your policy has been interpreted? Is there room for negotiation?

Perhaps some of the most troubling responses I received were those of faculty who found that their employers seemed supportive but dealt with the actual needs of families inflexibly. One respondent had to secure a note from her doctor in order to be exempted from beginning classes three weeks before her baby’s due date, even though the leave policy guaranteed her the rest of the semester off. In contrast, some employers simply let individuals negotiate leave with their depart-

ments independently. Some respondents found that such arrangements worked in their favor, while others encountered more difficulty, and personal animosity, as a result.

Such questions have led faculty to consider what an ideal parental leave policy should look like. In my next installment in this series, I’ll consider a few examples of successful revisions. Unfortunately, our hypothetical academic job candidate would likely find that asking these questions of most potential university employers would result in disappointment. One of my respondents reported that she was shocked to find that her husband, an employee of a large corporate bank, would receive six weeks of paid leave after their child was born, while she would have to use up her sick leave and then go unpaid for the rest of a semester. “Why are the capitalists better at leave policies than a university?” she asked. Given such comparisons, our hypothetical job candidate might not only reconsider her choice of employer, but also her choice of a career.

WHERE ARE THE BOYS?: YOUTH AND MANLINESS

BY RYAN K. ANDERSON

The question that guides histories of manhood remains: did men embrace modern culture or resist it? Gail Bederman argues in *Manliness and Civilization* (1996) that men confronted challenges to their societal control with a new physical identity called masculinity—but at no point did they fear the debilitation of the male body's authoritative powers. John F. Kasson, on the other hand, asserts that a "revitalized man" acted as golden calf that society rallied around when confronting the crisis of masculinity in *Houdini, Tarzan, and the Perfect Man* (2001). The debate over how men responded to the changes wrought by the twentieth-century, yet unresolved, also directs the scant literature on youth and manliness.

Its first manifestation comes in the literature addressing the nature of adolescence. Joseph F. Kett's *Rites of Passage: Adolescence in America, 1790 to the Present* (1977) acts as the wellspring from which most explorations of American childhood derive. He argues, in part, that this stage in life changed with time, eventually segregating boys from their elders and adolescents of different classes, ethnicities, and races. The years 1880 to 1900, for instance, saw middle-class parents preparing their scions for adult success by separating them from their working class brethren in public high schools. This shuttled them into institutions staffed by a professional teaching force, differentiated middle-class youth from urban working-class youth, and allowed psychologists to demarcate adolescence's time span. A more recent work, Harvey J.

Graff's *Conflicting Paths: Growing up in America* (1995) takes exception with Kett's tendency to privilege the young and treat adolescence as a golden period in life. His boys are normal people transitioning from childhood to adolescence to adulthood via a series of "paths" determined by their race, ethnicity, class, and progress. Creeping modernity brought a negotiation between traditional and emerging gender and age-specific roles that ultimately limited the number of options youngsters enjoyed.

Just as important to the history of boyhood is the inspection of what forces shaped boys' manly behavior. E. Anthony Rotundo's *American Manhood* (1993) maps out the male gender's history in America, and in the process, traces changing boyhoods. He details nineteenth-century boy culture and youth culture, which developed self-assertion and fraternal values and provided the foundation on which Progressive Era character builders rested their efforts. Boys, he asserts, lost the ability to direct their leisure when organized sports assumed a man-making role and destroyed the autonomous features of their culture. Organized play changed how they learned manliness by teaching self-control (rather than self-assertion) and rerouting their aggression into activities that taught success on corporate America's terms. Thomas Hines, in *The Rise and Fall of the American Teenager* (1999), focuses on how adults created

institutions that defined adolescence and then constructed a dangerous youth to necessitate the social control of American boys. This "rise" began when Americans lengthened the period that young people had to figure out where they fit into society. An association of youth with uselessness derived from this effort and, in turn, deprived high schools of their ability to actually educate anybody. This made educational institutions into holding cells where experts hosed off adolescents before shipping them out to burgeoning universities to commence their "real" education. Within these confines, youths created their own culture that drew from extracurricular endeavors based upon what experts thought they should be doing in their free time.

The picture of American boyhood remains one that depicts youngsters fighting the advance of modernity. Graff, Rotundo, and Kett all see adolescence as a historical phenomenon that sheltered boys from the rest of the world (and vice-versa). Hines's declaration that youths enjoyed a new institutional culture in the twentieth century suggests that boys used mass culture to create something for themselves, but his focus on adult-oriented loci clouds our understanding of how this occurred. The existing literature, furthermore, depends heavily on psychoanalytic perspectives. While such an approach is an appropriate tool—considering that much of



Ryan Anderson, graduate student in the Department of History at Purdue University

the primary sources derive from the field of adolescent psychology—it assumes that boys existed on a lower plane of social evolution than adults. This prevents us from conceiving of them as actors in their own lives. Considering the allure of consumer entertainment for boys revealed in this literature, historians of gender and childhood need to explore youths' participation in the new mass entertainment spectacle. As is, they are targets of social control, rather than participants in the construction of modern America. The result is the overwhelming sentiment that the passing of a mythically carefree boyhood left us with a shell of an experience that is more problematic than its predecessor. Again, this forces historians to ignore the possibility that the boys contributed to their changing status. No doubt, they felt the same pressures to become new types of men that their fathers did, but how they felt and how they responded are our next challenge.

ITEM OF INTEREST

Gail Lee Dubrow and Jennifer B. Goodman, recently edited a collection titled [Restoring Women's History through Historic Preservation](#). It is being published in 2003 by the Johns Hopkins University Press. This book reveals that historic sites and

buildings have much to tell us about women's history. It documents women's contributions to the historic preservation movement at places such as Mount Vernon and explores women's history at several existing landmarks such as historic homes, as

well as in a wider array of cultural landscapes ranging from nurses' residences in Montreal to prostitutes' quarters in Los Angeles. The book includes essays on six exemplary projects that have advanced the integration of

women's history into historic preservation and closes with three perspectives on preservation policy and practice.

PUBLIC HISTORY

BY MARLA MILLER



Marla Miller, Assistant Professor of History at University of Massachusetts Amherst.

Conference preview: 2004 Organization of American Historians Annual Meeting, Boston Marriott Copley Place, 25-28 March 2004

This past year I've had the pleasure and privilege of serving on the program committee for the 2004 OAH meeting in Boston. What an invigorating experience it has been, seeing what our colleagues across the profession are thinking about these days. As a public historian, I was particularly excited to see such strong proposals from college and university-based historians as well as museum professionals, filmmakers, preservationists, and others who "do history in public." The program will prove an exciting one for those of you concerned with how historical insight and knowledge plays out on the ground among the widest variety of audiences and constituencies.

Those of you interested in Public History will be pleased to know that the conference will dedicate a "State of the Field" session to this topic this year, where session chair Edward T. Linenthal will guide presenters Patricia West, curator of the Martin Van Buren house; Dwight Pitcaithley, chief historian of the National Park Service;

Rebecca Conard, Professor of History at Middle Tennessee State University and past president of the National Council on Public History, and Ann Plane, editor of the *Public Historian*, in a discussion that will bring attendees up to date on current questions and issues facing this field.

A highlight of the conference will certainly be the workshop sponsored by the CCWH, "Making History Pay: A Workshop on Succeeding As An Independent Consultant," intended to help both budding and veteran consultants improve their professional practice. Ruth Abrams, founder of the innovative Lower East Side Tenement Museum, will also lead an exciting workshop on "Building Sites of Conscience: Making Historic Sites Centers for Civic Engagement."

Just a few session titles will capture the flavor of other sessions that will be of interest to folks who "do history in public." Conferees may choose to attend "Public History on Public Radio," "When Disability History Goes Public," or "'Nat Turner' and 'Murder at Harvard': Revolutions in Documentary Film-making'."

This year's meeting will also have an exciting new feature that will surely interest histori-

ans working in a number of areas. When considering the submissions this year, we found that there were a notable number of sessions proposed on some aspect of American Historical Memory. Six included in the final program tackle a range of issues pertaining to history and memory. They include "Representing Sacco and Vanzetti: Culture, Politics and Memory;" "Ordinary Southerners and Historical Memory in the Twentieth Century;" "Memory, History and Performance;" "The Politics of Writing Memories of Race;" "Conserving a Revolution: The Politics of Memory in the New Republic" and "Monuments to Yankee Valor and Violence: Bunker Hill and Mount Benedict."

In thinking about what this level of activity and interest might mean about current trends in the field, and anxious to make good use of the number of participants in the conference with a shared interest in issues of history and memory, the committee decided to develop a "conference within a conference" around this subject, linking the six sessions, and then adding a seventh, on Sunday morning, at which participants who have attended a number of these sessions, as well as presenters, can talk about larger issues that have unfolded over the course of the weekend. This closing conversation,

hosted by David Glassberg, Fitzhugh Brundage, and Lydia Otero, will provide an opportunity for both presenters and conference participants to think and talk about the larger themes that emerged over the course of the weekend. In order to make this "capstone conversation" even more appealing, the National Council on Public History will provide a continental breakfast for those attending this session.

If this menu of choices isn't enough to draw you to the meeting, check out the special section on Public History in the host city, Boston, Massachusetts, in the current issue of *The Public Historian*.

Given the rich historical resources of Boston itself, this meeting will provide an exceptional opportunity for historians of all stripes to talk about the many ways historical insight is communicated to broad audiences. I hope that I'll see many of you at these sessions!

NEWS FROM MEMBERS

Kathleen Alaimo has been promoted to Full Professor at Saint Xavier University in Chicago and is the Director of the Women and Gender Studies Program. She is the co-editor of *Children as Equals: Exploring the Rights of the Child*. (University Press of America, 2002), a multidisciplinary examination of the concept and practice of "child rights."

Harriet Alonso has received the 2003 Warren F. Kuehl Book Prize from the Society for Historians of American Foreign Relations for her book, *Growing Up Abolitionist: The Story of the Garrison Children* (University of Massachusetts Press, 2002).

Carol DeBoer-Langworthy will be a Fulbright Senior Lecturer at Baskent University, Ankara, Turkey, in academic 2003-4. The appointment is to the Department of American Literature and Culture. Her book, *The Modern World of Neith Boyce: Autobiography and Diaries* (University of New Mexico Press) will be published October 1, 2003.

Kathleen Sheldon was awarded the 2003 Research Grant from the National Coalition of Independent Scholars for her work-in-progress, *Historical Dictionary of Women in Sub-Saharan Africa* (Scarecrow Press).

2003 CONFERENCE OF THE INTERNATIONAL FEDERATION FOR RESEARCH IN WOMEN'S HISTORY : OPENING SESSION

BY CHRISTOPHER CORLEY

Scholars from forty countries and five continents participated in the Conference of the International Federation for Research in Women's History this August at Queen's University Belfast in Northern Ireland. Two prominent American scholars, Judith Bennett of the University of North Carolina-Chapel Hill, and Merry Wiesner-Hanks of the University of Wisconsin-Milwaukee presented papers at the conference's opening session.

Professor Bennett encouraged conference participants to visit panels outside of their fields, and specifically urged them to attend sessions on premodern history. In her paper, "Who's Afraid of the Distant Past? The Relevance of the Premodern in a Post-modern World," Bennett presented some startling analysis of recent scholarship in women's history.

Out of 132 articles published in the past two years in *Gender and History*, *The Journal of Women's History*, and *Women's History Review*, four articles considered ancient or medieval topics and eleven

articles focused on early modern topics. The vast majority dealt with the last two centuries, and of those most concerned twentieth-century topics. Bennett pointed out that this trend continued in the last Berkshire Conference at the University of Connecticut-Storrs, as well as this year's IFRWH. Bennett placed her explanations for the current fascination with modern history within a wider context, which she attributed 1) to American cultural attitudes to the distant past (i.e. that history before 1800 is largely irrelevant to American concerns), 2) to the presentism of the historical profession, where 74% and 78% of the papers at the 2003 AHA and the 2001 International Congress concerned topics after 1800, and 3) to the rise of interdisciplinary departments, which allow classicists and medievalists to isolate themselves from modern historians.

Bennett convincingly argued that the problem of presentism is even greater in women's history than in the overall discipline. She pleaded with the audience to pay more attention to women's history before 1800, and showed through several examples that ignoring the distant past often produces an incomplete history,



Queen's University Belfast, Northern Ireland
photo by C. Corley

even of modern topics of concern. Moreover, neglecting the more distant past, Bennett said, risked "replicating gaps in feminist thought" that has existed throughout history.

In the second paper, entitled "Women's History and World History," Merry Wiesner-Hanks asked the audience to imagine themselves answering the following essay question, "Compare the history of women between 1750 and 1914 in two or more regions of the world...." The question, Wiesner told the crowd, was on the 2003 AP World History exam for students in the United States. Wiesner explained to the audience that gender was now included as a central category of themes for World History in high school and college curricula within the United States and Canada, and that the trend toward offering World His-

tory over Western Civilization courses appears destined to travel to other parts of the globe.

Wiesner-Hanks argued that these developments offered "an unusual opportunity," and she explained that "the stakes are high." Historians of women, she said, have the opportunity to participate in the writing of the world history "canon," or standard narrative, because it has yet to be written, and she offered several examples as to how this might be done.

The discussion following the papers was lively and created a great start for the four-day conference.



Left to right: Merry Wiesner-Hanks (UW-Milwaukee), Bernadette Whelan (University of Limerick, Ireland), and Judith Bennett (UNC-Chapel Hill)
photo by C. Corley

PARTICIPANTS REACT TO THE IFRWH CONFERENCE

BY CHRISTOPHER CORLEY

The IFRWH conference provided an especially welcoming atmosphere for participants, most of whom had traveled long distances to Belfast. In the opening session, conference organizer and IFRWH president Mary O'Dowd said that the IFRWH existed to "support and facilitate relations, networks, contacts, links, and connections" among scholars from throughout the globe. She specifically welcomed and encouraged less experienced scholars as well as scholars with little institutional support, urging them to speak up at the sessions, and it appeared that the panel chairs encouraged such an atmosphere. The fact that most participants had never visited Belfast (or Northern Ireland, for that matter) added a special dimension to the conference experience for many.

Based on my very unscientific sample of participant opinions, it appears that both O'Dowd's goals for the confer-

ence and her challenges to the younger scholars were met. I managed to interview a group of younger scholars at the conference banquet in Belfast City Hall. Margaret Lowe, an American historian at Bridgewater State College, said that the panels she witnessed fielded interesting "international groups of presenters" and that many of the sessions created atmospheres of "open inquiry to further one another's work."

During a lull between the main course and dessert (I missed my dessert), I spoke with several other conference participants at the same table. Carole Woodall, a Ph.D. candidate in Middle Eastern Studies and History at New York University, said that she enjoyed "meeting so many people from different countries and intellectual traditions working on women's issues and history." Nancy Stockdale, an assistant professor of Middle Eastern History at the University of Central Florida, concurred, saying

that it was "interesting to deal with the same issues from different historical perspectives." And Darcy Buerkle, an assistant professor of history at Smith College, explained that the commentators and audiences of the panels she attended were extraordinarily "wonderful about responding to the papers in generous ways."

Each morning, the conference featured three panels composed of one or two specially invited guests. This organization encouraged a cross-fertilization of ideas, since participants could more readily learn about important theories and opinions without worrying that they were missing a session more closely aligned with their teaching and research interests. Everyone agreed that the session chairs were organized and careful about managing the time participants were given to present their findings. Some sessions even featured a format where the audience discussed each paper after its presentation instead of waiting until the end of the session. This encouraged deeper discussion by giving each paper appropriate comment. Links between the papers and their implications for even broader issues were then raised at the



Margaret Lowe, Bridgewater State College (MA)
photo by C. Corley

end of the session. Many participants also remarked that the senior faculty were especially generous and helpful with comments for the work of the junior faculty.

Some participants had the opportunity to see more of the city and the region. Woodall and Stockdale, for example, took some time to see Belfast, explaining that they enjoyed meeting locals and learning more about Belfast's history and culture. "Belfast has a rather poor image," explained Stockdale, "but we've really learned a lot and have fallen in love with the city."



Above: Hyun-Back Chung (SungKyunKwan University, Seoul, S. Korea) and Chang-Sin Lee (Duk-Sung University, Seoul, S. Korea)
Photo by C. Corley



Right: Nancy Stockdale (University of Central Florida) and Carole Woodall (New York University)
Photo by C. Corley

2005 BERKSHIRE CONFERENCE: CALL FOR PAPERS

The 13th Berkshire Conference on the History of Women, "Sin Fronteras: Women's Histories, Global Conversations," will be held **June 2-5, 2005** at Scripps College, Claremont, California, USA. The Program Committee welcomes proposals that cross geographical, cultural, and disciplinary borders, and especially those which address the plurality of histories of transnational encounters and empires. What does it mean to engage in women's and gender history without borders? What purchase does the nation-state have for women's and gender history, and what are the stakes -- for research and teaching -- of interrogating the nation? How do asymmetries between Euro-American ideas about the global and non-western or indigenous knowledges influence the writing of feminist histories? Whose voices count and who decides? We are interested in the ways in which women have been agents in the creation of global communities, identities, and political movements. What impact has the circulation of populations, goods, and ideas had on personal lives as well as state formations? How has transnationalism affected the mean-

ings of sexuality? We particularly encourage submissions in earlier periods and those that address sources and methodology. Funding may be available for some international panelists.

We prefer complete panels, normally three papers, a comment, and a chair; one person should *not* assume the task of chair and comment. The Committee also seeks workshops, roundtables, teaching sessions (both college and K-12), and presentations that depart from the traditional conference format. Individual papers will also be considered. The Committee may rearrange submissions to shape the program; submission of a proposal will indicate agreement with this proviso. No one may appear on the program more than once in any capacity.

Please submit three (3) copies of your proposal, **post-marked by December 15, 2003** to *one* of the addresses listed below. Each paper must include a cover sheet, downloadable from our website, listing panel title or roundtable theme and full contact information (address, phone, fax, and e-

mail) for panel organizer and *all* participants. It must also include a title, and one-page abstract for each paper or presentation; a *one-page* curriculum vitae/résumé for each participant (including chair and comment); and a self-addressed, stamped postcard. Mark packet: "ATTN: Berkshire Conference."

Send proposals on *African, Latin American, Asian, Pacific, and all comparative topics* to **Donna Guy**, Department of History, Ohio State University, 210 Dulles Hall, 230 W. 17th Avenue, Columbus, OH 43210, USA; *European topics* to **Antoinette Burton**, Department of History, University of Illinois, 309 Gregory Hall 810 S. Wright Street Urbana, IL 61801, USA; *Canadian and United States topics* to **Eileen Boris**, Women's Studies Program, University of California, Santa Barbara Santa Barbara, CA 93106, USA.

**13th
Berkshire
Conference on the
History of
Women:
"Sin Fronteras:
Women's
Histories,
Global
Conversations"**

**June 2-5, 2005
Scripps College,
Claremont, Cali-
fornia, USA.**

Visit
www.berksconference.org

CCWH PANELS IN PROGRESS FORUM

CCWH is pleased to offer a new forum for scholars seeking participants for panels and roundtables at the 2005 Berkshire Conference on the History of Women. Proposals and panel descriptions will be posted weekly on the CCWH website and printed in the November newsletter. This is an excellent opportunity for graduate students and younger scholars to make new connections within the CCWH membership, and for established scholars and professionals outside of academia to reach out to colleagues in new fields.

To post a call for panelists, please email a **brief statement** (no more than 150 words) describing your proposed collaboration, along with your **name, title and institutional affiliation** (if any), and **contact information**, to Rebecca Nedostup, CCWH Outreach Coordinator, at nedostup@bc.edu. Use **CCWH Panels in Progress** as the subject line of your email.

Please note that this is a service provided by CCWH independently of the Berkshire Conference organization and program committee; CCWH's

publication of proposals does not constitute their endorsement. Proposal writers are urged to consult the conference Call for Papers (at www.berksconference.org, and as published in this newsletter) for details about panel format, conference theme, etc. Please note that the conference deadline for receipt of completed proposals is **December 15, 2003**, so submit your announcements soon. CCWH will print in the newsletter notices received before **October 31, 2003**, and post to the website those received by **November 30, 2003**.



JOB ANNOUNCEMENTS

20th Century United States

History : The Columbia University History department seeks to appoint an assistant professor in 20th century United States history. Candidates working in political history, broadly defined, and in the period since WWII, are especially encouraged to apply. Since the successful candidate will be expected to offer large lecture courses as well as more specialized classes, significant teaching experience and excellence in scholarship are required. Applications will be reviewed as they are received but should arrive no later than November 1st, 2003. Please send letters of application, dossiers, and curriculum vitae to Professor Casey N. Blake, 20th Century U.S. History Search Committee Chair, Department of History, Columbia University, 1180 Amsterdam Avenue, New York, NY 10027. Columbia University is an Affirmative Action and Equal Opportunity Employer especially interested in receiving applications from qualified women and minorities.

Medieval History: Columbia University seeks to appoint a tenured scholar of European Medieval intellectual, cultural, or religious (excluding legal or institutional) history. We welcome applications from scholars working in any period between 500 and 1500. Letters of application, with curriculum vitae, should arrive by November 7, 2003, addressed to Professor Martha Howell, Chair, Medieval History Search, Columbia University, 611 Fayerweather Hall, MC2512, 1180 Amsterdam Ave., New York, NY 10027. Please include your e-mail address, if you have one. Columbia is an Affirmative Action and Equal Opportunity Employer, especially interested in receiving applications from qualified women and minorities.

U.S. Jewish History: The Columbia University Department of History announces a search for the Russell and Bettina Knapp Chair in American Jewish History. The position will begin on July 1, 2004 and will entail teaching on both the undergraduate and graduate levels. Candidates are expected to have a substantial record of publication in American Jewish His-

tory, to be proficient both in American and in Jewish History, and to be able to work in primary sources in Yiddish and Hebrew. Applications and recommendations should be sent to Prof. Michael Stanislawski, Chair, American Jewish Search Committee, Department of History, Columbia University, 611 Fayerweather Hall, MC 2527, 1180 Amsterdam Avenue, New York, NY 10027, by October 15, 2003. Columbia University is an Affirmative Action and Equal Opportunity Employer especially interested in receiving applications from qualified women and minorities.

South African History: The History Department of Emory University invites applications for a position in South African history, at the rank of Associate Professor or, in exceptional circumstances, Professor. The position includes responsibilities to the graduate and undergraduate programs in History and African Studies, and applicants must demonstrate strong credentials in teaching and scholarship, as well as the ability to teach the history of the southern African region. A letter of application, curriculum vitae, and three let-

ters of recommendation should be sent to Kristin Mann, Chair, African History Search, Department of History, Bowden Hall, Emory University, Atlanta, Georgia 30322. Review of applications will begin on October 20 and will continue until the position is filled. Emory is an AA/EOE.

Early Modern Britain 1400-1750: The History Department of Emory University invites applications for a tenure-track position at the rank of assistant professor in early modern British history, 1400-1750, effective Fall 2004. Ph.D required, teaching experience and publications desirable. Ability to contribute to a strong graduate program in early modern European history essential. Letter of application, curriculum vitae, and three confidential letters of reference should be sent to: William Beik, Chair, Early Modern Search Committee, Department of History, Emory University, Atlanta GA 30322. Review of applications will begin on November 15. Preliminary interviews will be conducted at the AHA. Emory University is an AA/EOE.

WANT TO ADVERTISE JOB ANNOUNCEMENTS?

Fee schedule is as follows:

\$12.50 per ad

\$25.00 for 2 ads

\$40.00 for 3 ads

Please make checks out to *The Coordinating Council for Women in History*.

Email announcements to kweaver@sla.purdue.edu

SCHOLARS IN RESIDENCE PROGRAM

The Pennsylvania Historical and Museum Commission invites applications for its 2004-2005 Scholars in Residence Program, including applications for collaborative residencies. The Scholars in Residence program provides support for up to three months of full-time research and study in manuscript and artifact collections maintained by any

Commission facility, including the Pennsylvania State Archives, The State Museum of Pennsylvania, and 26 historic sites and museums around the state. Collaborative residencies fund research that relates to the interpretive mission and advances the programmatic goals of any PHMC program of facility, including the agency's historic

sites and museums. A collaborative residency proposal must be filed jointly by the interested scholar and host program/facility.

Deadline for application is January 16, 2004. Complete information and application materials are available at the PHMC web site:

www.phmc.state.pa.us. You may also write: Division of History, Pennsylvania Historical and Museum Commission, Commonwealth Keystone Building - Plaza Level, 400 North St., Harrisburg, PA 17120-0053; or call 717-787-3034; or email: lshopes@state.pa.us.

CONFERENCE ANNOUNCEMENTS

Conference on "The Widows' Might"

The Rutgers Center for Historical Analysis (RCHA) will host a conference on April 1-3, 2004. We are looking for scholars from a variety of disciplines to present new research on the responses by widows to their economic, social, and psychological circumstances in a variety of historical and cultural settings.

Our working title, "The Widows' Might", conveys more than a play on biblical words; it foregrounds our examination of the positive responses and outcomes by widows to the many challenges they face: social opprobrium and fear, expressed more benignly in the image of the merry widow, less so in witchcraft trials; economic disaster, but also considerable opportunity; familial restructuring, and especially control over children; legal constraints, but also protections; and recovery of individual personhood.

The RCHA has sponsored conferences for the past twelve years, all following a highly successful format that will also be used for this meeting. Sessions will begin Thursday evening and run through Saturday afternoon. Papers will be circulated in advance in order to allow maximum occasion for discussion. There will be no concurrent sessions, so that all participants will "know" everything. The twenty-or-so fellows assembled for the academic year at the RCHA, including visiting, associate, faculty, and graduate fellows, will join the invited colloquium participants. We shall seek publication of conference papers, as the RCHA has done successfully in the past. The conference will be held at the Rutgers University Inn and Conference Center on Douglass Campus.

This conference is part of a larger project entitled "Gendered Passages in Historical Perspective: Single Women" that will run throughout the 2003-2004 aca-

demical year at the RCHA. Under the direction of Professors Rudolph M. Bell and Virginia Yans-McLaughlin of the Rutgers-New Brunswick History Department, this project focuses on the experiences of single women -- past and present, American and global, rich and poor, educated and illiterate -- with the goal of developing educational tools to encourage future policymakers to make the lives of these women more productive, safe, and personally satisfying. For more information see <http://rcha.rutgers.edu>.

Send an abstract (c. 300 words) and a CV to Lynn Shanko, Rutgers Center for Historical Analysis, 88 College Avenue, New Brunswick, NJ 08901, or to rcha@rci.rutgers.edu. Deadline: October 15, 2003.

2003 Conference on Illinois History

October 9-10, 2003, Springfield, IL.

The Conference is accredited by the ISBE for CPDU. Featuring papers on Illinois topics including women photographers, Chicago women, the Peoria women's history project, Eleanor Kinzie Gordon, Mary Todd Lincoln, and campus plan for Southern Illinois University-Edwardsville, University of Illinois Chicago Circle campus and many others.

James Loewen author of "Lies My Teacher Told Me: Everything Your High School History Textbook Got Wrong" and "Lies Across America: What Our Historic Markers and Monuments Get Wrong" will present workshops on "Beyond the Textbook" and "Sundown Towns." Thursday luncheon speaker, Elizabeth Kendall, Parma Conservation, "Preserving Our WPA Heritage"; Thursday banquet

speaker, James Loewen, "Sundown Towns." Reservations for luncheon and banquet due September 26.

Registration for Conference is by mail, or on the day of the Conference (add \$5). Pre-registration \$40; \$15 student; Walk-in registration \$45; Thursday luncheon \$20; Banquet \$35; Friday luncheon \$10.

For additional information, contact Donna Lawrence, IHPA, 1 Old State Capitol Plaza, Springfield, IL 62701, by email @ donna_lawrence@ihpa.state.il.us, or phone 217/785-7933. More information on the conference is available at www.state.il.us/hpa/conference.htm

Second Annual Conference on Women Religious: Consecrated Women ...Towards the History of Women Religious of Britain and Ireland

10-11 October 2003
Birkbeck College, University of London
43 Gordon Square

Academics, postgraduate students, teachers, archivists, and others are invited to this interdisciplinary conference aimed at bringing together all those working on the history of women religious from the middle ages to the end of the twentieth century.

Dr Margaret MacCurtain formerly of University College, Dublin will give the plenary speech on Saturday morning. Papers have been accepted on a wide range of topics including drama in medieval convents, writing practices in seventeenth-century religious orders; congregation founders; Irish links with American nursing orders; and questions of identity at the Anglican convent of All Hallows. The aim of this programme is to both reflect the diversity of the experience of women religious throughout time and to provide a stimulating and congenial forum for the discussion of the history of

women religious.

Contributions are invited for a session on work in progress: Please send an abstract of not more than 100 words to Dr. Caroline Bowden at bowdenc@smuc.ac.uk or Carmen Mangion at carmenmangion@freeuk.com before 31 July 2003.

Further details of the conference and booking forms are available from either of the organisers above or at <http://www.smuc.ac.uk/rh/conference.html>.

North American Sexualities/ Post World War II

The History Department of the University of Massachusetts at Amherst will hold a one-day symposium on North American sexualities in the post-World War II era on April 24, 2004. Graduate students and scholars working in this field of research are invited to submit paper proposals. The symposium, focusing on works in progress, will provide a forum for junior researchers and graduate students to interact with established scholars in the field. It is intended to contribute to the formulation of new research questions and facilitate intellectual exchange and collaboration across institutional lines. The symposium is funded in part by the Sexuality Research Fellowship Program of the Social Science Research Council and the University of Massachusetts.

Although all submissions will be considered, we particularly encourage studies that connect sexual matters to broad historical contexts, including domestic politics and foreign policy; the history of gender, race, and ethnicity; popular beliefs and everyday life; and intellectual and artistic movements.

(Continued on page 17)

CONFERENCE ANNOUNCEMENTS, CONTINUED

(Continued from page 16)

Please send a one-page CV and a proposal of 750 words by October 15, 2003 as email attachment to Babette Faehmel: Babette_Faehmel@yahoo.com and Heather Murray: h-murray@history.umass.edu.com.

Alliance of Radical Academic/Intellectual Organizations

October 4, 2003, in NYC

The Alliance of Radical Academic/Intellectual Organizations invites all collectives, caucuses, and organizations--i.e., all groups working in, around, in spite of institutions of higher education to participate in a founding meeting of the organization on October 4, 2003, in New York City, at a location to be announced. Final decisions regarding the statement of purpose, name, and activities of the organization will be based on discussions at the founding meeting itself, including whether the organization is to be a loose alliance to communicate and coordinate activities or an organization that will initiate projects and actions on its own.

2003 Australian and New Zealand American Studies Conference

The 2004 Australian and

New Zealand American Studies Association Conference, 'Borders and Boundaries', will be held 14-17 July 2004 at the University of Auckland, New Zealand. The conference organizers welcome all proposals in the field of American Studies. We are particularly interested in papers that reflect the 'paradigmatic shift' occurring within the field of American Studies toward examining U.S. society and culture within a global framework. By looking at the USA from the 'outside in' as well as the traditional 'inside out', the conference will view the field's central concerns of nation, identity, and culture as problematic and comparative. Papers that address the translation and reception of, as well as resistance to, U.S. power and culture across borders are encouraged. Such interrogations necessitate an interdisciplinary approach, the crossing of disciplinary boundaries that is American Studies. As the conference also marks the 40th anniversary of the Australian and New Zealand American Studies Association (ANZASA), it offers an ideal opportunity for local, national, and international American Studies scholars to exchange ideas about the direction of the field American Studies and the role that 'borders and boundaries' will play in its future.

We seek proposals in the form of single papers, complete

panels, workshops, roundtables, and teaching sessions. Please submit one (1) copy of the proposal, postmarked by 1 February 2004, to one of the addressees listed below. Each proposal must include three items: (1) a cover letter with contact information (address, phone, and e-mail) for each participant, (2) a title and one-page abstract for each paper or presentation, and (3) a one-page curriculum vitae for each participant. Send proposals to Jennifer Frost, Department of History, University of Auckland, Private Bag 92019, Auckland, New Zealand, OR Paul M. Taillon, Department of History University of Auckland, Private Bag 92019, Auckland, New Zealand. For more information, contact Jennifer Frost (j.frost@auckland.ac.nz), Paul M. Taillon (p.taillon@auckland.ac.nz). For more information on the Australian and New Zealand American Studies Association, visit the ANZASA website at <http://www.anzasa.arts.usyd.edu.au>.

Women's and Gender Historians of the Midwest Conference

The Women's and Gender Historians of the Midwest announces a Call for Papers for a conference on June 10-12, 2004, at Loyola University Chicago, Lakeshore Campus. We anticipate that this will be a conference that engages broad questions facing historians and people who use history in their

work. In particular, we hope to create a dialogue between scholars in academia, history professionals and students, teachers, museum and archives personnel, and the public. The conference committee is particularly interested in innovative and creative presentation formats that allow for lively and useful discussions among participants.

Proposals for short papers (15-20 minutes), panels, roundtables, workshops, media presentations, performances, and posters should include an abstract of the proposed paper or session and a one-page vita by **November 1, 2003**. For more information on the organization and the conference, please see the W(G)HOM website: <http://www4.wittenberg.edu/academics/hist/whom/wghom.html>

Please send proposals to the following contacts:

For "traditional" research papers/panels:

Dr. Malia Formes
History Department
Western Kentucky University
1 Big Red Way
Bowling Green, KY 42101
malia.formes@wku.edu

For roundtables, workshops, performances, or other "non-traditional" presentations:

Dr. Molly Wood
History Department
Wittenberg University
P.O. Box 720

PRIZES

The Percy Adams Article Prize

The Southeastern American Society for Eighteenth Century Studies (SEASECS) is pleased to announce the 203 round of its annual **Percy Adams Article Prize**. The Percy Adams Article Prize recognizes excellence in scholarly studies on subjects from any discipline focusing on

any aspect of the 18th century. Submissions of multi-disciplinary studies are especially encouraged. Authors of essays are invited to submit for consideration essays/articles published between September 1, 2002 and August 31, 2003. Three (3) off-prints or photocopies of published essays/articles should be sent to the Chair of the 2003-4 Article Prize Com-

mittee, Professor Robert M. Craig, College of Architecture, Georgia Tech, Atlanta, Georgia, 30332-0155 (rob.craig@arch.gatech.edu). Please provide your email address to aid in our acknowledging receipt of your submission. Submissions in part or in whole in a language other than English must be accompanied by translations into English. A committee

of scholars of the 18th century representing various disciplines will review submitted essays and select the winner. Winning author(s) must be current members of SEASECS. The \$500 prize will be awarded at the SEASECS Annual Meeting in Savannah in March 2004. Deadline for submission is November 15, 2003.

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