



INSIGHTS

NOTES FROM THE CCWH

52:3 • FALL 2021



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CO-PRESIDENT'S COLUMN

BY RACHEL JEAN-BAPTISTE

Democracy, Empire, and Knowledge Production in Women's History: An Invitation

Historian Judy Wu's guest column in this edition of the CCWH newsletter breathes life into three contributions of research in women's and gender history that I highlighted as essential in the winter 2021 newsletter:

- The efficacy of historical research to speak to contemporary problems.
- The power of intersectional historical frameworks.
- The breakdown of hierarchies in the production of historical knowledge.

Wu elaborates on and invites us into her teaching, research, writing, publishing, and digital public history-

making to explore democracy and its discontents. Finally, her column carves out paths to democratize historical knowledge production and dissemination.

In the past year, often bitter debates about the rhetoric versus realities of democracy in the United States continue to erupt. The irony is that seemingly opposing political constituencies are fighting to uphold similar claims that democracy has eroded, or that it has never been universally accessible, and that their ways of being or thinking reflect true democracy. In narrating the digital and text-based work on American women, suffrage, and empire that she is doing collaboratively with historians within and external to the academy, Wu reminds us that democracy in American society has always been contradictory and contested. She arrives at such insights by analyzing the histories of often-forgotten Asian American and Pacific Islander women and their intersectional paths as suffragists, voters and politicians, anti-imperial activists, and citizens of an empire/nation-state.

The innovativeness of Wu's scholarly practice lies in how she can weave together research and pedagogy and go beyond the model of the lone scholar. Her essay introduces the #EmpireSuffrageSyllabus Project that readers will find a valuable tool for their research and teaching. In keeping with the CCWH goal of being a hub of empowerment and connection for historians regardless of employment status, her column invites readers to join another research collaboration she is facilitating with historians of varied career stages from across the country. Using what she calls crowd-sourcing research, teams write the biographies of those who attended the 1977 National Women's Conference—a diverse array of women from U.S territories such as Guam, Puerto Rico, and the U.S. Virgin Islands and in mainland United States and Hawaii.



Notes from the Executive Director

Elizabeth Everton

Dear CCWH Members,

Happy new (school) year! My daughter started kindergarten just a few weeks ago, so I find myself seeing the familiar patterns of the academic calendar through fresh eyes.

Excitement, anticipation, sheer joy in the face of new experiences—it's enough to give anyone back-to-school butterflies.

Of course, this new school year is very different than usual. I am fortunate to know that when my daughter enters the school, she and those around her will be required to wear masks, maintain some social distance, and monitor their health for any signs or symptoms of disease. Unfortunately, many of our members are not as fortunate. Too many colleges and universities are throwing caution to the wind when it comes to screening and protective measures, taking chances with the well-being of faculty, staff, and students alike.

New beginnings are always a time for reflection. The coming academic year will undoubtedly be challenging, as the past year and a half have been difficult. Some challenges will be the same ones we have been facing since the start of the pandemic. Others will be new—perhaps ones we can anticipate, maybe ones that will take us by surprise. A year and a half in, the pandemic and responses to it seem at once routine and terrifyingly novel. It feels impossible to predict where we will be in a

month, in three months, at the end of the academic year, or the start of the following year. We can only start the year with our best foot forward, taking actions to make things better in our communities.

On that note, at the start of this new year, I'd like to talk about some of the initiatives the CCWH has been working on in 2021. In March of this year, the Executive Board voted to approve updated Bylaws, which you can read on our website. These updated Bylaws help us move forward in a new century where connections occur not just in person at conferences and in classrooms but virtually. In addition, the updated Bylaws codify Executive Board positions created in the recent past, including the Fundraising Coordinator, the Connections Coordinator, and the Media Coordinator.

This brings me to the new Media team, headed by our Media Coordinator, Farina King. As Media Coordinator, Farina manages marketing and advocacy initiatives on the CCWH website, the CCWH newsletter, social media, and other media channels. To this end, she works with a team of dedicated volunteers, including Katherine Skrabanek, our Social Media Coordinator. Katherine manages our Facebook and Twitter accounts, as well as our soon-to-debut Instagram.

The Media Team includes two driving forces behind the quarterly newsletter: the Book/Media Review Editor and the Newsletter Editor. Karla Strand has been serving as our Book/Media Review Editor since 2020, as has our Newsletter Editor, Jacqueline-Bethel Mougoué. I'm sorry to say that Jacqueline will be stepping down at the end of the year, but we are excited to welcome Lauren Meyer, who will be taking up the baton.

Now that you've met our Media Team, I want to extend an invitation on their behalf. Do you



have a book to be reviewed? A conference or event you'd like to publicize? Did you publish a book or an article, or would you like to share your latest digital humanities project? Do you want to write a guest column for the newsletter? Do you want to be part of the team and be our new Web Coordinator? Let us know! Members are the lifeblood of the CCWH, and the Media Team is here to support you. You can reach the media team at web@theccwh.org or contact me at execdir@theccwh.org, and I'll pass your message along.

Wishing you a safe and happy start to the new school year,

Liz

Time for a CCWH International Surge? Ilaria Scaglia Connections Coordinator

In my past “CCWH Connections” columns, I have advocated exchanging knowledge as much as possible. In this piece, I would like to share some thoughts on what I see as the international and transnational aspects of this endeavor. Working across borders, I am often struck by the similarities facing women in academia globally. In my native Italy, the USA, Germany, and the UK—places where I have been active the most—an overwhelming percentage of research and teaching staff faces job insecurity. Employment instability takes different forms, from underpaid labor to fixed-term contracts to cavalier managerial practices that strip the adjective “permanent” of its meaning. In all of these places, instructors forced into vulnerable positions perform the bulk of university teaching. Everywhere,

though in varying measure, the quality of education is menaced by forces pushing for its commodification, while political and national agendas come into play as various sides attempt to control the main historical narrative. Here, the same undervalued instructors play a key role in fostering vital critical skills and acting as stalwarts of open democratic discussions based on fact. Meanwhile, students remain largely unaware of the battles various actors fight in their name, and women undoubtedly carry the heavier load at lower pay.

Despite these commonalities, discussions about education are mostly framed as national—rather than global—issues. To be sure, laws and regulations are determined at the state level; yet, the forces and the people who influence them transcend borders. As we say in Italy, not always, but certainly sometimes, similar patterns can be identified everywhere.

CCWH members could lead in fostering knowledge exchange and in advocating for substantial reforms across borders. They could tap into their networks and grow our beloved association's international reach. They could open up discussions about common problems and expand our collective capacity to tackle them. They could help us all to mature a degree of “class consciousness” across borders. They could even lay the groundwork for international or supranational mechanisms to encourage good and fair labor practices in historical research and teaching. Indeed, international professional associations can serve as a safe space—especially when compared to one's own institution or state for this kind of discussion and action; few have CCWH's experience in uniting and enfranchising across all kinds of borders.



A Guest Post by Outgoing Mentorship Coordinator Rikki Bettinger

Dear members,

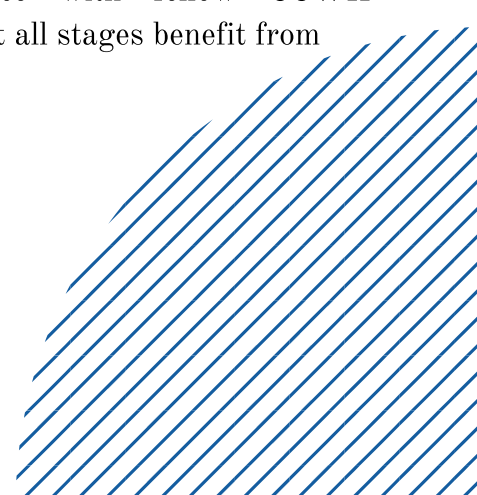
Over four and a half years ago, I tentatively emailed the mentorship committee responding to a call for volunteers. At that point, I still was not quite sure what the CCWH even was, but I knew I was all about its mentorship mission, and as a doctoral candidate, I knew I needed to connect with scholars beyond my geographic and institutional reach. So I emailed nervously, unsure if I could claim my own belonging in an organization of scholars. Instead, what I found was an enthusiastic circle of collaborative individuals who welcomed me wholeheartedly.

For those unfamiliar with the CCWH's mentorship program and those long-term contributors to its efforts, as I step down from my official role with the mentorship committee, I write to offer a few reflections from my time serving and learning from the generous contributions of fellow committee members and guest panelists.

The Mentorship Program currently offers one-on-one mentor-matching, an e-mentorship series with notes available upon request, and a virtual writing group. When I started volunteering with the committee in 2017, we launched the e-mentorship sessions. It feels crazy to look back and remember how our emails to potential speakers included language like: "Would you like to schedule a test to get familiar with Zoom?" We were zooming when it was still new and cool!

It is interesting to me just how much of these e-mentorship sessions have "stuck" with me. I believe this speaks to the value of these sessions. On varied topics such as job interviews, what to know before becoming department chair, and applying for prizes and awards, these mentorship conversations have added nuance to my understanding of the historical profession. The shared knowledge informs my language as I mentor undergraduates considering applying to graduate school in the humanities. I consider the bandwidth of new assistant professors or department chairs as I connect undergraduate students to faculty mentors in my current staff role supporting undergraduate research. I returned to my notes when I spoke to a colleague promoting her first book. When I began taking notes for the e-mentorship sessions, I was a Ph.D. Candidate; of course, the job market sessions were incredibly beneficial as I began to navigate the job search. But more so, over time, I developed a better understanding of the profession at large. When compiled, these intimate conversations, personal in nature and situated in each speaker's context, have created for me a constellation of understanding about what it means to engage in this work as a woman historian. It is a field in which I feel fortunate to carve my own space, but also one in which we all see the challenges and need for multi-leveled mentorship and support.

This is what drives the mentorship committee: we seek to offer tools to navigate your next steps in the profession. It has been an honor to learn from many of you willing to share your time and experience with fellow CCWH members. Scholars at all stages benefit from



engaged mentorship. The more we can normalize conversations about our lived experience as historians – the nuts and bolts of making it work – the more we will make accessible and possible this important and exciting work of being historians in myriad spaces. Let us make visible the lines of mentorship we call upon and offer our mentorship to those who seek to join us.

I encourage you to reach out to the mentorship committee. Do you know a speaker who might share their experience and tips in an e-mentorship session? Is there a specific topic on which you wish you could learn more? The beauty is in the sharing of experiences. These conversations have been a source of optimism and hope for me as I have transitioned from a Ph.D. candidate to navigating the identities of a scholar and now a staff member. I hope you will call in and that you, too, will feel connected to this broader community of exceptional historians.

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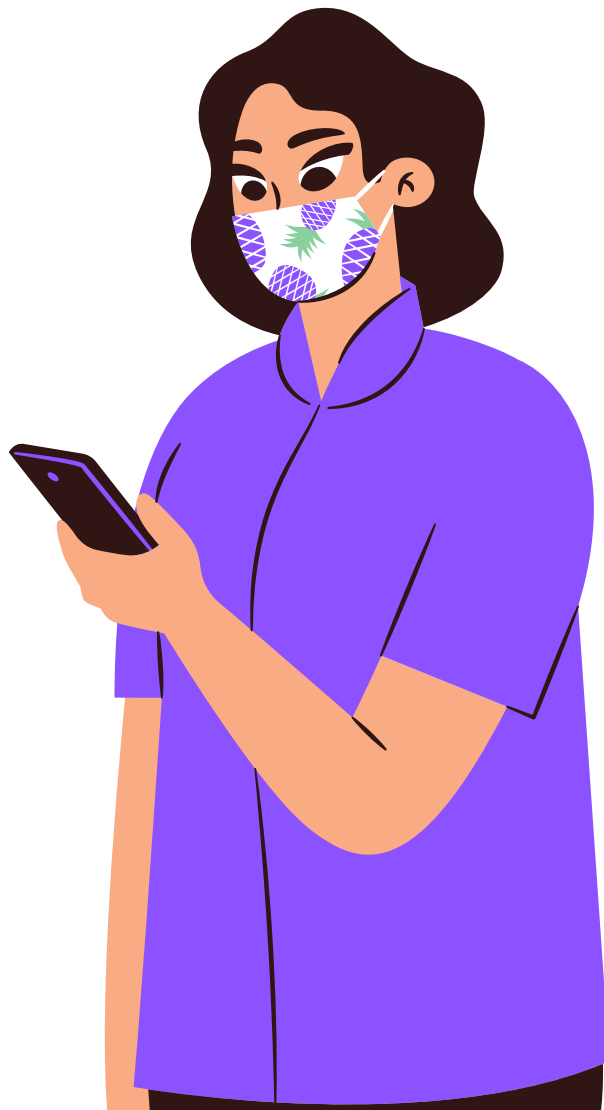


TIME TO RENEW

Don't forget to renew your membership for 2021. Renewing allows you to continue to be part of this vibrant community and enjoy the initiative and programs we are offering.

**Renew your membership at
<http://theccwh.org/membership/>
If you have questions, please contact
membership@theccwh.org.**

As always, spread the word to friends, colleagues, and students who may be interested in our organization and its mission.





MENTORSHIP E-SESSION

RESUMES AND CVS

We are happy to announce that the next e-mentorship session will be held via zoom on Thursday, September 23rd at 3pm EST/2pm CST

The topic of the session will be on the difference between resumes and CVs, and how we as historians can prepare both to be competitive in a range of jobs within and outside academia.

Topic: E-session on Resumes vs. Cvs

Time: Sep 23, 2021 03:00 PM Eastern Time (US and Canada)

**Email Einav Rabinovitch-Fox, Membership Coordinator,
for the Zoom meeting link at membership@theccwh.org**

Public History Coordinator Elyssa B. Ford



Insights from the Field with Ella Wagner

Ella Wagner is a Ph.D. Candidate in History & Public History at Loyola University Chicago. She currently is the 250th Commemorative Fellow in Washington DC as part of the Cultural Resources Office of Interpretation and Education with the National Park Service (NPS). She also worked on the 19th Amendment Centennial Commemoration.

[What was the planning process like for the 19th Amendment Centennial Commemoration?](#)

Formal planning started in 2017, three years before I joined the NPS. My former supervisor, Dr. Megan Springate, was hired in fall 2017 as the National Coordinator for the 19th Amendment Centennial Commemoration and did an amazing job leading the process. An NPS working group open to anyone who wanted to participate did much of the planning. Some parks with clear suffrage connections contributed greatly, especially Women's Rights National Historical Park in Seneca Falls and Belmont-Paul Women's Equality National Monument in DC. But members from across the agency and all levels of job function joined. The group created a vision statement and goals for the commemoration and content and programs like the new NPS.gov hub for women's history and a special suffrage patch for Girl Scouts.

Like many of the other institutions commemorating the 19th Amendment, the NPS working group wanted to focus on telling a nuanced and inclusive story that acknowledged the limitations of the suffrage amendment, the racism and nativism that marked some of the movement, and the under-celebrated contributions of suffragists who were women of color. We also wanted to focus on places. Stewardship of places—parks, monuments, National Historic Landmarks, entries on the National

Register of Historic Places—was the NPS niche that set us apart from other organizations doing suffrage commemorations. We placed a big emphasis on the fact that there is women's history at every NPS place, and we wanted to encourage people to dig for it and think creatively about how to share it. When I started this job in early 2020, one of my roles was to work with staff who needed some help finding and sharing women's stories. That has been rewarding, and I've learned a lot.

[How did your background and previous experience prepare you for this project?](#)

My research focuses on the women's temperance movement, which was intertwined with the suffrage story. As a public historian, I've had the chance to work on a few suffrage-related projects over the last few years, including the National Votes for Women Trail and the Evanston Women's History Project. But, most importantly, in 2019, I curated a digital exhibit for the Frances Willard House Museum in Evanston, IL that interpreted the conflict between Willard, a temperance and suffrage leader, and suffragist and journalist Ida B. Wells over racist comments Willard made in the early 1890s.

The big themes of the exhibit—the endurance of racism in women’s movements; the question of how to commemorate those who advanced progress in some areas but hindered it in others—was really at the heart of this anniversary as well.

What were the original goals and plans for the suffrage centennial, and how did COVID-19 impact these plans?

Unfortunately, some of the biggest in-person programs and events, like a three-day “Convention Days” program at Women’s Rights National Historical Park commemorating the Seneca Falls Convention, had to be canceled or made virtual. Several parks had women’s history exhibits or specialty tours and events that had to be canceled or delayed. I think it’s worth acknowledging that it was a loss! At least for me, that “power of place” feeling makes a difference and can’t be replicated online in the same way. It’s just a reminder of why it’s important to preserve physical places and objects that give us that feeling of connection to the past!

All that being said, people worked very hard to pivot to digital programs. Parks got creative with tools like Facebook Live. Belmont-Paul Women’s Equality National Monument created a series of short “Suffrage in 60 Seconds” videos that are fantastic. Existing digital content, like “20 Suffragists to

Know for 2020,” was great to have for parks to share widely.

Of the adjustments and pivots made due to COVID, which were the most exciting?

In addition to the great digital work described above, I think the staff at some parks had more time to work on research and interpretive projects that they don’t always get because they’re busy with other duties. I think we’ll see the results of that work make their way into interpretation over time and hopefully manifest in a continued commitment to sharing women’s history!

What are some of the upcoming national-level commemorative events we should know about, and how can historians get involved?

Currently, the NPS is preparing for is the national semiquincentennial—the 250th anniversary of 1776. I’d encourage people to check out the America 250 Foundation for ideas about how to get involved.

See the most recent CCWH Bylaws [here](#).





HOSTED BY THE MENTORSHIP
COMMITTEE

CCWH VIRTUAL WRITING GROUP

The group meets every Monday 3-4:30pm EST/2-3:30pm CST. Register [here](#).

FORMAT:

Join us each Monday for an hour and a half of quiet work time alongside your peers, where you can take part in chat as much or as little as you like, see some familiar faces, and have some dedicated writing time during a hectic week.

ANNOUNCEMENT

BERKSHIRE CONFERENCE 2023 CALL FOR PROPOSALS

OCEANS, ISLANDS, AND CONTINENTS: RECONCEPTUALIZING THE SPATIALIZATION OF WOMEN'S, GENDER AND SEXUALITY HISTORIES

28 June–2 July 2023, Santa Clara University, California

The Berks Program Committee solicits panels, papers, and workshops that help us consider what histories emerge when relations are formed and linkages are drawn that transcend traditional national borders and reference instead, for example, oceans, islands, or continents? As the Big Berks contemplates its fiftieth year of triennial conferences and plans for the future, they invite you to explore these questions through gendered analyses in addition to more spatially and temporally focused approaches.

SUBMISSIONS

Submissions for the 2023 conference will open on 1 September and end on 31 December 2021. For more information, please contact Sandra Trudgen Dawson, execadmin@berksconference.org

JOIN THE BERKSHIRE CONFERENCE OF WOMEN HISTORIANS HERE

The Program Committee encourages the submission of complete sessions. When this is not possible, the program committee will accept single papers that will then be added to the program where appropriate.

What Does Empire Have to do with U.S. Women's History?

Judy Tzu-Chun Wu, Professor of Asian American Studies University of California, Irvine

Dear members,

We have started a new guest column in which we feature posts by leaders (past and present) of various women's history organizations in the U.S. and beyond, such as the Berkshires Conference of Women Historians. We are pleased to feature the below column by Judy Tzu-Chun Wu, 2020-2023 Co-President of the Berkshires Conference of Women Historians.

Jacqueline-Bethel Mougoué, Newsletter Editor

For the last couple of years, I've collaborated on two digital humanities projects related to U.S. women's history: a syllabus project commemorating the 100th anniversary of the 19th Amendment and the 1977 National Women's Conference (NWC). Both complement two book projects that I've been working on. The first is a political biography of Patsy Takemoto Mink, the first woman of color in Congress and the namesake for Title IX, co-authored with Gwendolyn Mink and forthcoming from New York University Press in spring 2022. The second is a study of the Asian American and Pacific Islander women who participated in the NWC and subsequently organized their own regional and national conferences in 1980. Both the syllabus suffrage and the 1977 NWC projects foreground empire in understanding U.S. women's history.

The #EmpireSuffrageSyllabus Project, co-created with collaborators from the University of California Consortium for the Study of Women's, Gender, and Sexuality Histories in the Americas (UC-WGSHA), posits that we must understand the attainment of women's voting rights in a broader and longer context of global empires. The U.S. emerged as a self-proclaimed republic that upheld values of democracy while maintaining gender and

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**WE MUST UNDERSTAND THE ATTAINMENT OF
WOMEN'S VOTING RIGHTS IN A BROADER AND
LONGER CONTEXT OF GLOBAL EMPIRES**

”



racial hierarchies that justified slavery, settler colonialism, and immigrant and citizenship exclusions. Building on the insights of Allison Sneider's book, *Suffragists in an Imperial Age: U.S. Expansion and the Woman Question, 1870-1929*, the four modules in the syllabus project go beyond the period from the mid-19th to the early 20th century to offer a longer history of empire and suffrage. We consider how empire shaped conceptions of citizenship in the eras of revolution, how women's suffrage advocates made arguments for voting rights in various sectors of the U.S. empire, and how women engaged in anti-imperial activism beyond the vote. We further explore the efforts and significance of women seeking to become head of state of an imperial power. We hope the collection of reading suggestions, primary sources, videos, and digital humanities resources will reorient the historical telling of U.S. suffrage by foregrounding the interpenetration of nation and empire.

The second digital humanities project, still in the works, seeks to explore the historical significance of the 1977 National Women's Conference (NWC). Inspired by the 1975 United Nations International Women's Year conference in Mexico City, the NWC was held in Houston, Texas, to develop a national political agenda for the advancement of women. Marjorie Spruill's book, *Divided We Stand: The Battle over Women's Rights and Family Values that Polarized American Politics*, argues that this event played a central role in dividing the nation along gendered political lines. By mobilizing both feminist and anti-feminist forces, the NWC crystallized divisions surrounding the Equal Rights Amendment, lesbianism, and reproductive rights, which in turn reshuffled the U.S. political parties into their respective agendas. The NWC digital humanities collaboration with the University of Houston seeks to expand these insights by crowd-sourcing research further. In California, I am working with faculty and students to research and write biographies of the 96 delegates and 5 alternates elected to represent the state at the Houston conference. Other research teams are doing so in different locales, and we are looking for more volunteers!

I became interested in the NWC because Patsy Mink co-sponsored the legislation to authorize the gathering—the first and only time the U.S. federal government funded such a conference (Wu 2020). I became even more interested after learning that there were 56 pre-conferences before Houston, held in each state and six territories (American Samoa, Guam, and the Trust Territories in the Pacific; Puerto Rico and the Virgin Islands in the Caribbean; and Washington, D.C.). For my book, focusing on the Asian American and Pacific Islander women who participated in the NWC provides an opportunity to understand how racialized immigrant women and Indigenous islanders mobilized to identify issues of concern and articulate demands for change collectively. The NWC provided a platform to speak to the U.S. nation/empire.

As a historian whose primary work has centered on Asian American women, it is not enough to understand this racialized group in terms of an immigrant narrative of exclusion and inclusion. The recently deceased Haunani Kay-Trask, as well as other scholars, have named and critiqued Asian American settler colonialism, highlighting how communities subject to immigration and citizenship exclusion can nevertheless contribute to Indigenous dispossession (Trask, 1993, 1999; Fujikane and Okamura, 2008). Accepting these insights reinforces the need to recognize the U.S. as an ongoing imperial project - one in which marginalized individuals and groups are situated and position themselves in intersectional and hierarchical relations of power.

Graduate Student Representative

Jacqueline Allain

What would it be like to teach high school? It seems that amidst all the efforts by departments and professional associations to prepare humanities Ph.D. students for "alt-ac" careers, the prospect of K-12 education gets talked about fairly little. I find this odd. Though K-12 teaching requires a different skillset from post-secondary teaching, most Ph.D. candidates have significant teaching experience and interest in pedagogy, and many college-level pedagogical skills are, indeed, transferable to K-12. Moreover, speaking anecdotally, for many of my Ph.D. student colleagues, the idea of not teaching is one of the hardest things to accept about leaving academia.

I know that for many Ph.D. candidates who have accepted that the likelihood of landing a tenure-track job is slim, K-12 teaching is an attractive option. At the very least, it's an option worth considering. With that in mind, this past spring, I organized a panel on high school teaching careers for my department's Graduate Students Association. I wanted to offer the students in my department an opportunity to learn more about what a high school teaching career involves, the steps it takes to enter that field, and the benefits and drawbacks.



I brought together a group of panelists of diverse academic backgrounds who teach in various schools: we had representation from a public early college high school, a private school, a Title I public school, and a public school that offers Advanced Placement courses. For this column, I will focus on the remarks of the two historian panelists, Tanya Roth and Derek O'Leary. O'Leary teaches on the Social Science faculty at Bard High School Early College (BHSEC) in D.C. He finished his Ph.D. at the University of California, Berkeley, in 2020 and is writing a book about the history of archives in the early U.S. Roth teaches at Mary Institute and Country Day School in St. Louis, Missouri; she joined the school after completing her Ph.D. at Washington University in St. Louis. Her monograph *Her Cold War: Women in the U.S. Military, 1945-1980*, will be published this fall by the University of North Carolina Press.

The first thing I asked the panelists was what they enjoyed about their careers. Both Roth and O'Leary shared that one of the highlights of high school teaching is involvement in students' lives. It's rewarding to watch a student grow up over the years. In addition, high school teaching involves a more holistic, hands-on approach than college teaching; you really get to know the students and their lives.

I also asked about challenges. Finding time for doing your own research is difficult. Fortunately for O'Leary, BHSEC provides research funding, though this is not typical of public schools. He sees a shift in academia toward validating high school teaching. Roth worked on her forthcoming book bit-by-bit on weekends and evenings over the years. She reported that she finds it hard to participate in conferences, but it's not impossible. It took her a few years to find a good work-life balance. All of the panelists mentioned that they feel energized by staying involved in intellectual life as much as possible by writing as much as possible and

maintaining professional relationships with colleagues in their discipline. Compensation and benefits are fine. Not amazing, not terrible. Roth is always picking up little extra things (i.e., advising clubs) that offer small stipends. In addition, her school provides her with daily lunch. O’Leary advises that when looking for a public school job, check out the teachers union. If the union is strong, compensation and benefits will be better.

Some other tips from the panelists:

1. Try to get on a substitute teachers list—this will make you a more competitive job candidate
2. Consider shadowing someone who’s a teacher
3. Get involved with non-profit organizations that work with schools
4. The book *The Best Class You’ve Ever Taught* by Alexis Wiggins is great
5. If you teach at a public school, you will need to get certified, which costs money. In some states, if you have a Ph.D., this process is straightforward. In other states, it's more involved. Some universities might be willing to pay for their graduates to get certified—it's worth asking.

I hope this brief panel has given you a sense of the pros and cons, rewards and challenges, of high school teaching. If you are a Ph.D. candidate who loves teaching, it could be something to look into.

Connect with the CCWH

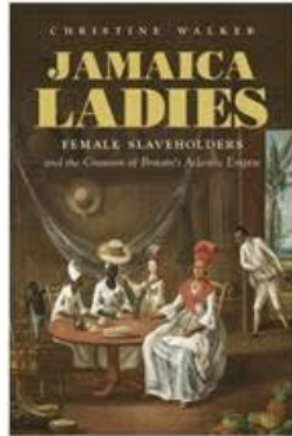
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SSWR EVENT

JAMAICA LADIES: FEMALE SLAVEHOLDERS AND THE CREATION OF BRITAIN'S ATLANTIC EMPIRE



In this talk, **Christine Walker** discusses her new book, *Jamaica Ladies: Female Slaveholders and the Creation of Britain's Atlantic Empire*. Women propped up the largest slave society in the British Empire. *Jamaica Ladies* is the first systematic study of the free and freed women of European, Euro-African, and African descent who perpetuated chattel slavery and reaped its profits in the British Empire. Their actions helped transform Jamaica into the wealthiest slaveholding colony in the Anglo-Atlantic world. Starting in the 1670s, a surprisingly large and diverse group of women helped secure English control of Jamaica and, crucially, aided its developing and expanding slave labour regime by acquiring enslaved men, women, and children to protect their own tenuous claims to status and independence.

Christine Walker is an Assistant Professor of history at Yale-NUS College. She specializes in the entangled histories of colonialism, gender and slavery in the Anglo-Atlantic World. Her new book, *Jamaica Ladies: Female Slaveholders and the Creation of Britain's Atlantic Empire*, is the first comprehensive study of the women who perpetuated chattel slavery in the early modern era.

THURSDAY, SEPTEMBER 16, 2021

The Society for the Study of Women in the Renaissance (SSWR) and The Center for the Study of Women and Society (CSWS), are pleased to present Christine Walker's talk on "Jamaica Ladies: Female Slaveholders and the Creation Of Britain's Atlantic Empire" on Thursday, September 16, 2021 at 6 PM EDT.

This event will take place online using Zoom. For more information and to RSVP, click here: <https://bit.ly/SSWRChristineWalker2021>

(Please note: an email with Zoom details will be sent the day of the event.)

Books Available for Review

Karla Strand

Book Review Editor

There are many books available for our members to review! Reviews are usually 800 to 1000 words, deadlines are flexible, and the book will be provided to you.

Please contact reviews editor Karla Strand at reviews@theccwh.org if you are interested in reviewing one of the following titles, if you have another book you'd like to review, or if you wrote a book that you'd like reviewed. Remember, you also visit the CCWH website for a list of updated books we have for review.

● *Afro-Nostalgia: Feeling Good in Contemporary Black Culture* by Badia Ahad-Legardy, University of Illinois Press, 2021.

● *American Baby: A Mother, a child, and the Shadow History of Adoption* by Gabrielle Glaser, Viking, 2020.

● *Angel in the Marketplace: Adwoman Jean Wade Rindlaub and the Selling of America* by Ellen Wayland-Smith, University of Chicago Press, 2020.

● *At the Threshold of Liberty Women, Slavery, and Shifting Identities in Washington, D.C.* by Tamika Y. Nunley, UNC Press, 2021.

● *Black Womanism in South Africa: Princess Emma Sandile* by Janet Hodgson, Best Red/HSRC Press, 2021.

● *The Colored Conventions Movement: Black Organizing in the Nineteenth Century* by P. Gabrielle Foreman, et al., UNC Press, 2021.

● *Defining Girlhood in India: A Transnational History of Sexual Maturity Laws* by Ashwini Tambe, University of Illinois Press, 2019.

● *Degrees of Difficulty: How Women's Gymnastics Rose to Prominence and Fell from Grace* by Georgia Cervin, University of Illinois Press, 2021.

● *Disruptive Archives: Feminist Memories of Resistance in Latin America's Dirty Wars* by Viviana Beatriz Macmanus, University of Illinois Press, 2020.

● *The Doctors Blackwell: How Two Pioneering Sisters Brought Medicine to Women and Women to Medicine* by Janice P. Nimura, WW Norton, 2021.

● *Emergent Masculinities: Gendered Power and Social Change in the Biafran Atlantic Age* by Ndubueze L. Mbah, Ohio University Press, 2019.

● *The Fame of CS Lewis* by Stephanie L. Derrick, Oxford University Press, 2018.

● *For the Many: American Feminists and the Global Fight for Democratic Equality* by Dorothy Sue Cobble, Princeton University Press, 2021.

● *Free Thinker: Sex, Suffrage, and the Extraordinary Life of Helen Hamilton Gardener* by Kimberly A. Hamlin, WW Norton, 2020.

● *Gender, Separatist Politics, and Embodied Nationalism in Cameroon* by Jacqueline-Bethel Tchouta Mougoue, University of Michigan Press, 2019.

● *The Girl Explorers: The Untold Story of the Globetrotting Women Who Treked, Flew, and Fought Their Way Around the World* by Jayne Zanglein, Sourcebooks, 2021.

● *Good Neighbors, Bad Times Revisited: New Echoes of My Father's German Village* by Mimi Schwartz, University of Nebraska Press, 2021.

● *The Great Cauldron: A History of Southeastern Europe* by Marie-Janine Calic, Harvard University Press, 2019.

● *Half Lives: The Unlikely History of Radium* by Lucy Jane Santos, Pegasus Books, 2021.

● *Hearing happiness: Deafness Cures in History* by Jaipreet Virdi, University of Chicago Press, 2020.

● *How the Streets were Made: Housing Segregation and Black Life in America* by Yelena Bailey, UNC Press, 2020.

● *Josephine Baker's Cinematic Prism* by Terri Simone Francis, Indiana University Press, 2021.

● *The Lady Swings: Memoirs of a Jazz Drummer* by Dottie Dodgion and Wayne Enstice, University of Illinois Press, 2021.

- *The Lexington Six: Lesbian and Gay Resistance in 1970s America* by Josephine Donovan, University of Massachusetts Press, 2020.
- *Little Wonder: The Fabulous Story of Lottie Dodd* by Sasha Abramsky, Edge of Sports, 2020.
- *Love Lives: From Cinderella to Frozen* by Carol Dyhouse, Oxford University Press, 2021.
- *Mahjong: A Chinese Game and the Making of Modern American Culture* by Annelise Heinz, Oxford University Press, 2021.
- *A Matter of Moral Justice: Black Women Laundry Workers and the Fight for Justice* by Jenny Carson, University of Illinois Press, 2021.
- *Mobilizing Black Germany: Afro-German Women and the Making of a Transnational Movement* by Tiffany N. Florvil, University of Illinois Press, 2020.
- *Money, Marriage and Madness: The Life of Anna Ott* by Kim E. Nielsen, University of Illinois Press, 2020.
- *Music for the Kingdom of Shadows: Cinema Accompaniment in the Age of Spiritualism* by Kendra Leonard, 2019. (e-book)



- *No Place for a Woman: The Struggle for Suffrage in the Wild West* by Chris Enss, Two Dot, 2020.
- *On the Ho Chi Minh Trail: The Blood Road, The Women Who Defended It, The Legacy* by Sherry Buchanan, Asia Ink, 2021.
- *Out of the Shadows: Six Visionary Victorian Women in Search of a Public Voice* by Emily Midorikawa, Counterpoint, 2021.
- *Paving the Way: The First American Women Law Professors*, by Herma Hill Kay, et al., University of California Press, 2021.
- *The Perfect Fascist: A Story of Love, Power, and Morality in Mussolini's Italy* by Victoria de Grazia, Harvard University Press, 2020.
- *The Shadow Drawing: How Science Taught Leonardo How to Paint* by Francesca Fiorani, FSG, 2020.
- *Slavery, Fatherhood, and Paternal Duty in African American Communities* by Libra Hilde, UNC Press, 2020.
- *Surviving Southampton: African American Women and Resistance in Nat Turner's Community* by Vanessa M. Holden, University of Illinois Press, 2021.
- *Unceasing Militant: The Life of Mary Church Terrell* by Alison M. Parker, UNC Press, 2020.
- *War on Global Poverty: The Lost Promise of Redistribution and the Rise of Microcredit* by Joanne Meyerowitz, Princeton University Press, 2021.
- *The Weatherwomen: Militant Feminists of the Weather Underground* by Mona Rocha, McFarland, 2020.
- *With Her Fist Raised: Dorothy Pitman Hughes and the Transformative Power of Black Community Activism* by Laura L. Lovett, Beacon Press, 2021.
- *The Women's History of the Modern World: How Radicals, Rebels, and Everywomen Revolutionized the Last 200 Years* by Rosalind Miles, William Morrow, 2021.
- *Women's Liberation! Feminist Writings that Inspired a Revolution and Still Can*, edited by Alix Kates Shulman and Honor Moore, Library of America, 2020.

- *No Common Ground: Confederate Monuments and the Ongoing Fight for Racial Justice* by Karen L. Cox, UNC Press, 2021.

Announcements

Calls for Applications, 2022-23 Newberry Fellowships

We invite interested individuals who wish to utilize the Newberry's collection to apply for our many fellowship opportunities:

The Newberry Library's long-standing fellowship program provides outstanding scholars with the time, space, and community required to pursue innovative and ground-breaking scholarship. In addition to the Library's collections, fellows are supported by a collegial interdisciplinary community of researchers, curators, and librarians. An array of scholarly and public programs also contributes to an engaging intellectual environment.

Long-Term Fellowships are available to scholars who hold a PhD or other terminal degree for continuous residence at the Newberry for periods of 4 to 9 months; the stipend is \$5,000 per month. The deadline for long-term fellowships is November 1.

Short-Term Fellowships are available to scholars who hold a PhD, PhD candidates, and those who hold other terminal degrees. Short-Term Fellowships are generally awarded for 1 to 2 months; unless otherwise noted the stipend is \$3,000 per month. The deadline for short-term opportunities is December 15.

Questions? Email research@newberry.org.

Event, Sandy Spring Museum, Maryland

Sandy Spring Museum requests your presence at the unveiling of a National Votes for Women Trail marker. This event is free to all, but requires pre-registration here.

Keynote speaker will be Maryland Women's Heritage Center (MWHC) volunteer researcher and writer Jean Thompson, who will speak on the lesser-known Black women who were active in the fight for women's voting rights but, because of racism, had to establish their own suffrage campaigns.

Employment Opportunity, History Department at Missouri State University

The History Department at Missouri State University invites applications for a tenure-track assistant professorship with a specialization in British History in the long nineteenth century (1750-1914) to begin August 2022. Please see the attached file for details and learn more at <https://jobs.missouristate.edu/postings/56449>: Assistant Professor in History-British History

The first date of consideration is October 15, 2021, with the position remaining open until filled.

Want to spread the word about calls for papers, prizes, fellowship applications, job postings, and other opportunities? Want to announce your book, article, or award?

Email execdir@theccwh.org to have your announcement published in the newsletter, on the CCWH website, or on our social media.

Announcements

Employment Opportunity, Program of African and African American Studies at Dartmouth College

The Program of African and African American Studies at Dartmouth College invites applications for a full-time, tenure-track assistant professor, to begin July 1, 2022. We seek a historian of seventeenth- to early nineteenth-century US slavery. We are especially interested in applicants whose primary research fields are related to slavery and Black life in the antebellum US. Secondary interests might include but are not limited to: Black political thought and philosophy including critical race theory and Black feminisms; educational, economic, legal, political and environmental inequalities/injustices; Black migration/immigration, place or regional studies; Black family and community life; Black Queer or Trans studies; language and translation studies.

Applicants should have a Ph.D. in an appropriate field (i.e., History, Black Studies, or a closely related field), or be ABD with Ph.D. in hand by the start of the appointment. Applicants should submit a cover letter, a curriculum vitae, a writing sample that demonstrates strong skills in historical and archival methods, and three letters of recommendation. Applications are now being accepted via Interfolio at <https://apply.interfolio.com/93080>.

The application process will close at 11:59 PM on October 31, 2021. Review of applications will begin on November 1, 2021 and continue until the position is filled. Questions may be sent to the search committee chair, Michael Chaney, at Michael.A.Chaney@Dartmouth.edu.

Employment Opportunity, The University of Alabama at Birmingham, Department of History

The History Department at the University of Alabama at Birmingham (UAB) invites applications for a full time, tenure-track position at the rank of Assistant Professor in the field of History of Medicine beginning in Fall 2022. The area of specialization is open, but the department will prioritize applicants whose

teaching and research can be placed in a transnational context and/or that explore health disparities across axes of race, ethnicity, gender, class, and region. The applicant should demonstrate active scholarship in the field and a record of teaching effectiveness and mentoring undergraduate students. The faculty member will teach specialized upper-level undergraduate and/or master's level courses as well as survey courses in our Core curriculum. Candidates must have a PhD in hand at the time of appointment and show a commitment to research, teaching, and service.

To apply, follow this link:

<https://uab.peopleadmin.com/postings/9587>.

Applicants should submit a cover letter, CV, and three letters of recommendation. We may ask for other materials at later stages. The deadline for submitting applications is October 15, 2021.

NOTE FROM THE NEWSLETTER EDITOR

Enjoy this third issue of the year! You can reach me at newsletter@theccwh.org

Jacqueline-Bethel Mougoué



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Arkansas State University

Ida B. Wells Graduate Student Fellowship

Erin Bush, PhD, Chair
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Rachel Fuchs Memorial Award

Chair TBD

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Insights: Notes from the CCWH is published quarterly, on or around March 1 (Spring), June 1 (Summer), September 1 (Fall), and December 1 (Winter.) We invite CCWH members and affiliates to share professional news, including announcements about recent awards, appointments, achievements, publications, and other news.

If you wish to submit material for inclusion in the newsletter, please send material to the Newsletter Editor or Executive Director no later than two weeks prior to publication (e.g., for the Spring issue, no later than February 15). Material should be sent to newsletter@theccwh.org or execdir@theccwh.org. If you have any questions about whether material is appropriate for the newsletter please contact the Newsletter Editor or the CCWH Executive Director.