

Insights:

Notes from the CCWH

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Happy Academic New Year!

Mary Ann Villarreal, Co-President, CCWH

We have an exciting year ahead: the CCWH Mentorship Program is getting ready to start with new mentorship relationships, we are preparing for our 50th anniversary, and soon we will officially announce the Rachel Fuchs Service and Mentorship Award as part of that celebration.

The three events represent the core of the CCWH: longevity, resilience, and mentorship. Since I started my Co-Presidency, I have used this space to reflect on the significance that the CCWH played in my graduate training and the incredible women scholar activists that entered my life as a result. Some of them, like Rachel Fuchs, served as a mentor at two different points in my career. As we prepare to launch

our new mentorship program, I want to suggest some ideas based on colleagues' perspectives, and published promising practices.

Know Yourself – Set goals. Why a mentor? Why now? Be honest about how you work. If you are a person who prefers structure, who needs set times and dates, then ask for regular meeting times. If you are going to drop in or do not keep a regular schedule, be mindful of how the mentor schedules their time.

Mentorship Relationship Change – As you start working with your mentor, you start sharing ideas and your knowledge with them. Both sides benefit and it is not exclusively one person imparting wisdom to the other. A stagnant relation-

ship is less beneficial to both parties than one that adjusts and adapts to the needs of one another. Accepting that the mentor will learn as much from the mentee as the mentee will learn from the mentor will create an environment where both participants thrive.

You Change – Mentors serve different capacities over the course of our careers. There are mentors who bring balance when you struggle with how to manage so many different parts of your life. There are mentors who can help you focus on areas where you struggle. Sometimes we need a mentor who straight up tells you what must happen next for your success. Each mentor will have their own approach and it is important to listen to their perspective and al-

low yourself to grow from their knowledge.

Promising Practices — *Faculty Mentoring Models and Effective Practices*, published in 2014 by Hanover Research, offers a set of mentoring activities. Repeatedly, the literature on mentorships emphasizes the need to set goals and strategies. Hold us, the CCWH leadership, accountable. If we are to achieve outcomes, we have to know what we can do to increase the success of the program. The Alliance for Advancing the Academic Medicine Workplace Recommendations offers a set of suggestions that the organization hosting the program might consider. We are open to adapting and provide support and resources where needed.

A note to mentors: Please know that we don't always know what we seek or how to talk about our goals without fear of being shamed or chastised for speaking our dream goals. I once sought out someone who had gone through a leadership program, thinking she might be willing to mentor me. She asked what I wanted to do with my career. I said that I wanted to be a president one day. She looked at me and said, "You should never say that out loud. People will think you are being arrogant." I found another mentor. And, yes, I do want to be a president. My dream job: President of Mount Holyoke College.

I believe that mentorship can work both when it happens to us and when we seek out a specific person. Throughout my experiences, mentors have

set out beacons along the path, but they never tell me which path I should choose. They have taught me to look at potential obstacles, and sometimes gently and sometimes not so gently, have challenged how I respond to the unanticipated challenges that have emerged.

As the product of a small rural public school, I arrived at my undergraduate institution underprepared and, in many ways, unaware. I had, in my toolkit, two undergraduate saving experiences: one, a taught love for writing; and, a high school mentor, who nurtured that love and was very clear that I needed to find a place where I could thrive. While I sought to find the easiest way out, she firmly guided me along a path that made me step up to a greater potential. What I learned from her is that I needed to ask for guidance.

None of my mentors have started out as my friends. They were teachers, bosses, speakers I heard, or people who had been suggested to me as someone I should meet. My relationship with my graduate committee started from this place: a first generation student who knew nothing about the path I found myself on. I consumed every thought and word that Vicki Ruiz, Noel Stowe, and Rachel Fuchs shared with me. When they presented me with choices, I was confused. I needed a decision, not choices. They taught me to stand in the muddy waters, to watch it settle or just move on. They taught me that I am not alone in this journey that is fraught with contradictions, disappointments, and politics of



Mary Ann Villarreal

exclusion. They might become integral parts of my life as they witness my life and all of its parts unfold: death of a family member, first teaching job, birth of a child, first publication, etc.

Still today, mentorship plays such a critical part of my personal and professional development. Navigating higher education requires a political savvy that we are not taught in graduate school in preparation for our first job. Mentorship requires a vulnerability of the unknown, being open, and honesty.

Join Us for the CCWH Annual Awards Luncheon at the AHA

Make plans to join us for the CCWH Annual Awards Luncheon at the AHA in Washington, D.C. on January 6th. Ula Taylor of UC Berkeley will give the keynote address entitled "The Promise of Patriarchy."

Tickets are \$35 for full-time employed and \$10 for graduate students. Tickets are available for purchase through the AHA or by contacting Sandra Trudgen Dawson (execdir@theccwh.org)

Notes from the Executive Director

Sandra Trudgen Dawson
Executive Director, CCWH

Dear Members,

This summer I read several non-historical books. One of them was *Born a Crime* by Trevor Noah. Set against the backdrop of South Africa in the early 1980s, Noah's funny and heartbreaking memoir reveals how his mother's crime – having sex and reproducing with a white man – impacted their lives. When Trevor was a small child, he was hidden in his grandmother's home away from the police who would seize a “colored child” from the streets and arrest his mother for her crime. Noah calls the Apartheid system in South Africa, “perfect racism” where “racial” groups were segregated by language, housing, work, education, and violent policing. *Born a Crime* reminds us that love and faith are powerful, but that they are not always enough when facing deep-rooted discrimination and brutality within the home and outside. Apartheid remained institutionalized until 1991. I highly recommend the book for anyone interested in race and the politics of oppression.

Those of you interested in other forms of oppression will be excited to hear that Ula Taylor, Berkeley, will be giving the keynote address on January 6, 2018, at the CCWH Annual Awards Luncheon in

Washington, D.C. The title of her talk is “The Promise of Patriarchy.” Please consider coming to this luncheon. Tickets will be on sale through the AHA registration portal or you may buy your lunch directly from me (execdir@theccwh.org).

We have a number of CCWH co-sponsored panels and events at the AHA in January that include “Starving Women's Bodies,” “Black Women and Internationalism in the 20th Century,” “The Politics of Domestic Service in Asia and the Americas, 1870-2015,” “Dismantling Boundaries: Women's Historians and the Transformation of History,” “Experiencing War: Refugees, Alliances, and Fighters.” Please support these panels and our CCWH members!

In 2019, the CCWH will celebrate the organization's fiftieth anniversary. One of the ways that we can begin to celebrate is at the AHA in January 2019. Please let me know if you would like to put together panels, roundtable discussions, or workshops at the AHA in January 2019 in Chicago.

Finally, please join me in welcoming Elyssa Ford, Assistant Professor of History, Northwest Missouri State University, as the CCWH Public History Representative. We are so happy that you have joined us to help the CCWH build a greater presence in Public History!

-Sandra Trudgen Dawson



Sandra Trudgen Dawson

An Expanded CCWH Host Program!

Our Membership Coordinator, Ilaria Scaglia, writes that it is with great joy to announce the expansion of the CCWH Host Program, which provides all of us with the opportunity of staying at other members' houses when traveling for conferences and/or short research trips.

We now have a new Host Program Coordinator, Bridget Keown, who will be assisted by Elise Leal and Deirdre Lannon Albrecht.

For more information and for a map of available locations, see <https://theccwh.org/ccwh-resources/host-program/>.

Thank you for stepping up to fill these positions! Thanks also to all of the hosts who have already agreed to open their homes. If you can, please consider adding your name. Each peg makes our future look just a little bit brighter.

Public History Forum

Elyssa Ford

Public History Coordinator

I am pleased to be joining the CCWH as the Public History Coordinator and look forward to bringing you updates from organizations like the National Council of Public History and the public history field more broadly. These are large shoes to fill as Sarah Case worked diligently in this capacity since 2014 and brought you her unique perspective as the Managing Editor of *The Public Historian*. Before I discuss my plans for this column, let me introduce myself to you.

I am an Assistant Professor of History at Northwest Missouri State University where I direct the Public History and Museum Studies minor degree program. We are a 4:4 regional teaching institution, so we focus on undergraduates and teach a wide array of courses. My own teaching runs the gamut of my specializations in Public History and Women's History to everything from Colonial History to the U.S. since 1945. Outside of teaching and university service, I have published in the *Pacific Historical Review* and the *Journal of Museum Education*, and I have an article forthcoming in the *Journal of Men's Fashion*. As a women's historian, the latter is a place I never imagined publishing, which is a testament to how sometimes our understandings of our own work can create very

physical boundaries and limitations for ourselves and what we produce. I am finalizing a book manuscript that examines memory and identity in race- and group-specific rodeos in the United States, with a focus on circuits like the gay rodeo and the black rodeo.

This may be a surprising introduction for the Public History Coordinator, yet it is typical for many Public Historians. Few of us wear the sole hat of "Public Historian." Rather, we often have divided areas of focus. For me that is Public Historian and Women's Historian, with a strong focus on culture, memory, and identity. For Sarah Case, the previous coordinator, it is Women's History and Southern History. For both of us – and for many other Public Historians – our research and published work often falls outside of the Public History field while our professional work and academic training often falls within it. This professional tug-of-war has been created, in part, by graduate programs. My degrees are from Arizona State University and I studied with some of the founders of the Public History field: Noel Stowe and Jannelle Warren-Findley. Yet, we could not be Public Historians alone. We, like students in many programs, had dual fields, and for almost everyone our research areas fell within our second field – the non-public history field – so while academically trained as Public Historians and often with professional work experience in that field, we were trained to research,



Elyssa Ford

write, and publish as traditional historians. In my mind – and this may be a controversial statement to make – this has limited the amount of scholarly publications, particularly books, written by Public Historians and in the field of Public History. This discussion is one that I am interested in continuing further and in more detail in future columns.

For my own Public History experience, I have worked and interned at a variety of museums, including the Baltimore Museum of Art, the Tempe Historical Society, the El Paso Museum of History, the National Cowgirl Museum and Hall of Fame, and the Arizona Jewish Historical Society. I have organized oral history projects at three different museums, and most of my interests and experience is in oral history and the museum field. Currently, I serve on the board for the Nodaway County Historical Society, located in the community where I live and work, and I am the Missouri Humanities Council State Scholar for the Smithsonian travelling exhibit *Hometown Teams: How Sports Shaped America*. I also am on the Development Commit-

Public History Forum (cont.)

tee for the National Council of Public History and have presented at recent NCPH conferences on topics such as: when to save a museum and when to let it die; sport history museums; and how to create relationships between academic programs and community partners. Some of this work has gone into white papers that are now available on the NCPH website.

For this column, I plan to provide a summary of the annual NCPH Conference, include interviews with Public Historians, especially those who focus on gender in their work and research, gather an annual list of recent Public History publications and highlight those on gender, and offer more general updates from the field. If you have any specific interests, concerns, or questions regarding Public History, whether on a personal or professional level or in terms of content for this column, please contact me at ebford@nwmis-souri.edu (include CCWH in the subject line).



CCWH Mentorship 2.0 New Program and Expanded Committee

Ilaria Scaglia, CCWH's Membership Coordinator reports that the Mentorship Program has undergone an impressive process of expansion and transformation. It is no longer the responsibility of a single coordinator, but it is instead administered by a large committee attentive to the many and various needs of its numerous participants. This committee includes:

Nicole Therese Bauer, University of North Carolina, Chapel Hill; Rikki Bettinger, University of Houston; Liz Bryant, McNeese State University; Jennifer Cote, University of Saint Joseph; Bridget Keown, Northeastern University; Elise Leal, Baylor University; Deirdre Lannon Albrecht, University of Texas, Austin; Jacqueline Mougoue, Baylor University; Nicole Pacino, University of Alabama in Huntsville; Einav Rabinovich-Fox, Case Western Reserve University/ Cleveland History Center; Kelly (Kean) Sharp, University of California, Davis; Amanda Swain, UC Irvine; and Jennifer Talerico Brown, University of California, Riverside.

Thank you to all of the committee members that have made our new program possible!

The new and expanded version of the CCWH Mentorship Program is now open for enrollment.

If you are a current member of the CCWH and would like to participate in this program, please send an email to mentorship@theccwh.org.

Please note that CCWH members who are part of the older version of this program and/or people who emailed Ilaria Scaglia to express an interest in the program need to re-enroll.

If you are a graduate student, or if you have a Ph.D. and are seeking guidance about issues such as applying for your first tenure-track job and/or submitting your first article, please write "graduate" in the subject line and provide the following information: Name; Institution, including Department/Program; Fields/Interests; Aspirations.

If you have obtained your Ph.D. and seek guidance about junior/mid-career issues, or if you are available to serve as a mentor, please write "postgraduate" in the subject line and provide the following information: Name; Institution, including Department/Program; Fields/Interests; Current Position; Aspirations.

Please indicate if you are interested to serve as a mentor, a mentee, or both (e.g., an associate could act as a mentor for an assistant and could also receive mentorship by a full professor).

Women at the advanced stage of their career (e.g., full professors, independent scholars, and/or people in administrative positions) can also ask for a peer mentor.

Please do not hesitate to email if you have questions!

Graduate News

Kelly Midori McCormick Graduate Representative

In 2014, a co-authored study by scholars from the business schools at Wharton, Columbia University, and New York University published findings based on a study of over 6,500 professors in 89 disciplines from 259 different universities. Their report demonstrated that when fictional prospective students contacted faculty regarding applying to Ph.D. programs, “faculty were significantly more responsive to Caucasian males than to all other categories of students, collectively, particularly in higher-paying disciplines and private institutions.” What is more, they found that faculty response bore little relation to the actual numbers of women and people of color (POC) represented within their respective institutions. In other words, a paucity of women or POC students, nor larger representation amongst faculty within their department, did not make faculty members more receptive towards a response from a fictive female or non-white student.

When I first read this study, I was, unfortunately, not surprised by the first finding, but was taken aback by the idea that greater representation of women and POC in academia did not counter an historic lack of support from an institution towards those same demographics. Underlying the commendable efforts that many de-

partments have gone to create more representative faculty demographics has, in part, been the assumption that student numbers would reflect this shift. Now, more than ever, we must reflect on and work towards changing the inherent biases that influence the mentor-mentee relationship – from before it has been formally initiated, through the process of graduate training and beyond.

In this spirit, I would like to call up on readers to send in their personal experiences of bias in the academy – whether it be based on skin color, sexual orientation, gender, ethnicity, language, class, or anything else – and to offer suggestions for how others might address this kind of situation in the future. For graduate students and faculty, how have you faced the problem of bias both within the mentor-mentee relationship or within other academic contexts? What details of your experience might serve as guidance for others? Or can you offer productive counter examples of how to approach specific scenarios? With your permission I will share your accounts in the next issue, removing all identifying details.

Speaking personally, since joining the University of California, Los Angeles’s History Department, I have found mentors whose personal experiences throughout their careers have been both inspirational and cautionary tales. I am immensely grateful for their continued commitment to share insights on a range of issues from broaching the topic of pregnancy while on



Kelly Midori McCormick

the job market to addressing sexual harassment. At the same time, I am acutely aware that more could be done to address the lived experiences of female and graduate students of color as we encounter professional scenarios for which no seminar can prepare us. That fact that male faculty members are not leading departmental discussions on family planning and work life balance has given me pause, reaffirming pernicious biases that issues related to families remain within the female sphere.

The CCWH provides fantastic opportunities for graduate students to engage in mentoring relationships with faculty across the country, a much-needed asset to History and related fields, which continue to skew toward white men. Together, how can we work to address issues of bias within mentorship, making sure to include male and white colleagues in the conversation? Your shared experiences will help open conversations around this goal.

Please share your stories at:
grad@theccwh.org.

CCWH Conference Liaison Program Experience

Ilaria Scaglia

A year ago, I shared with you my first experience as a CCWH Conference Liaison at the 2016 Annual Meeting of the Society for Historians of American Foreign Relations (SHAFR) in San Diego, California. It is with renewed energy and great optimism that I am writing now about my second time around serving in this capacity. Shortly after last year's conference, I was asked to join the Women in SHAFR Committee. I gladly accepted. Following a suggestion by this committee, SHAFR has since expanded its accommodations by offering a hospitality suite for parents of babies and small children, a set of childcare references, and a roommate-seeking-roommate program.

CCWH also co-sponsored the traditional Women in SHAFR Breakfast, thus giving me the opportunity to talk about our organization in front of a large and distinguished crowd of both male and female colleagues. As I delivered my remarks, I found myself reflecting on the relevance of the work we do. Our expanding networks of liaisons and representatives have the potential of becoming a fundamental reference point for women in history. At a time when every bit of our life seems to become in-

creasingly fragmented and commodified, our growing Host Program reminds us of the power of offering to a colleague one's home, courtesy, and friendship for the sake of making all of us better. Our expanding Mentorship Program, whose scope ranges from graduate students to mid-career women to senior scholars, represents an innovative and potentially transformative resource for countless people and institutions. More broadly, work by the CCWH is based on the proposition that academia does not have to be a cut-throat environment, but can and should become instead a place where all of us can thrive, standing as a model of inclusiveness whose importance cannot be overestimated.

I encouraged all attendees to hang one of our newly-designed brochures outside of their office's door, emphasizing that doing so would have constituted not only an advertisement for our organization, but also a powerful statement. Like a ribbon, the CCWH brochure asserts one's determination to welcome more women in our profession. Its visible presence normalizes and signifies support. I also suggested that they do not simply stack our materials on a table, but take the time instead to approach women individually and to express how important their presence is in their respective fields. After all, our perceptions are shaped by individual anecdotes, by notable instances of discrimination and inclusion we carry with us along our journey. How extraordinary

that we each have the power of giving positive memories to others. CCWH might help us to do so more deliberately, more effectively, and more meaningfully.

The culmination of my CCWH-SHAFR experience came when the SHAFR President, Mary L. Dudziak, enthusiastically endorsed our organization and announced having joined both personally and as an affiliate on behalf of SHAFR. Only a handful of women preceded her as Presidents in SHAFR's 50 years' history. Yet at the end of that day, as I watched her giving an impressive official address, I could not help but feel sure that, in ten years' time, women's presence and leadership in SHAFR will be formidable. As the Buffalo Springfield lyric goes, "something is happening here," and CCWH is at the forefront of it.

Interested in Becoming a CCWH Conference Liaison?

We have a goal to ensure that the CCWH has somebody representing us at as many conferences as possible, large and small, and that women in history receive all the support they deserve. Consider becoming a CCWH conference liaison for any conference you attend regularly!

You can find details as well as a list of current liaisons here: <https://theccwh.org/ccwh-resources/conference-liaisons/>.

For further information, contact Dr. Cassia Roth at conferences@theccwh.org.

Archives of Interest

Editor's Note: As a new feature for Insights, we are looking at archives of interest to our membership. Some archives may be familiar and others may be hidden gems. If you are an archivist, or would like to suggest an archive for us to feature, contact newsletter@theccwh.org.

With this issue, we look at The Pembroke Center's Feminist Theory Archive at Brown University Library.

The Pembroke Center's Feminist Theory Archive, Brown University Library: Preserving and Promoting Women's History

By Mary Murphy, the Nancy L. Buc '65, Pembroke Center Archivist

Feminist Theory is as an extension of feminism, which is a belief in the equality of the sexes, into a theoretical, sociological, or philosophical discourse. It is a scholarly pursuit that aims to understand the nature of gender equality/inequality and engages fields like psychoanalysis, philosophy, anthropology, biology, literature, education, and economics, among others. Key areas of focus within feminist theory include discrimination and exclusion, objectification, power and oppression, and gender roles.¹

History of the Collection

In 2003, Elizabeth Weed, Director of the Pembroke Center from 2000 to 2010, established the [Feminist Theory Archive](#) at Brown University. She, along with Joan Wallach Scott, Founding Director of the Pembroke Center from 1981 to 1985, and other supportive colleagues moved to document the work of influential feminist theorists who had transformed the landscape of higher education through their writing, teaching, institution building, and activism.



Joan Wallach Scott, Founding Director of the Pembroke Center, beneath a portrait of Sarah E. Doyle, with Pembroke alumnae, colleagues, and students reviewing archival materials, 1983. Photograph by William C. Gucfa.

Scholars such as Naomi Schor, the Benjamin F. Barge Professor of French at Yale University, whose papers served as the seed collection for the archive, were pioneers in their fields who approached their research through the lens of gender. As an example, Schor's academic background was in French literature, but she focused her research on subjects such as female fetishism, deconstruction in literature, the concept of details/ornamentation as gendered, and universalism in an era of identity politics.² Schor began teaching these subjects in the 1960s and along with other groundbreaking feminist theorists, such as Judith Butler, the Maxine Elliot Professor of Comparative Literature at the University of California, Berkeley; Hortense Spillers, the Gertrude Conaway Vanderbilt Professor at Vanderbilt University; and Anne Fausto-Sterling, the Nancy Duke Lewis Professor Emerita of Biology and Gender Studies at Brown University, caused a paradigm shift in the way scholars and students studied fields as varied as English, history, anthropology, and biology, placing sex and gender at the center of theoretical study.

Archives of Interest (cont.)



*Portrait of Naomi Schor, 1960.
Unknown photographer.*

Upon Naomi Schor's sudden death in 2001, Elizabeth Weed and Schor's family decided that Brown was the most suitable place for Schor's papers, given that she had been the Nancy Duke Lewis Professor (1985-1989) - a position designated for a senior scholar in any discipline with significant scholarly interest in women's studies. Consequently, Weed and others conceived the idea to develop an archive for Schor's papers and for the papers of other prominent feminist theorists and to house the collections and provide access to them through the [John Hay](#) special collections library at Brown University.³

Since 2003, the collection has grown exponentially and now includes the papers of theorists from across the disciplines including not only feminist theorists, but also scholars of difference who specialize in queer theory, Black feminist theory, global feminisms, and affect theory related to gender and sexuality studies.

Picks & Finds

Highlights of the Archive are numerous. As of this writing, 38 processed [collections](#) comprise the Feminist Theory Archive. The average size of a collection is approximately 11 cartons while the total extent of the Archive measures 525 linear feet (and growing). According to user statistics provided by the John Hay Library, the most heavily used papers in the Archive are those of the scientist and gender theorist, [Anne Fausto-Sterling](#) (whose collection is also the Feminist Theory Archive's largest); feminist theorist of French literature and the Holocaust, [Elaine Marks](#) (1930-2001), Chair of the Department of French and Italian; Germaine Bree Professor of French at the University of Wisconsin, Madison; and affect theorist, [Teresa Brennan](#) (1952-2003), the Schmidt Distinguished Professor of Humanities at Florida Atlantic University.^{4,5,6}

But knowing the scholars only scratches the surface of the types of material that can be found in the Feminist Theory Archive. Because donors contribute both personal and professional items, researchers will find evidence of women's scholarship as well as women's history and experiences in general. For instance, researchers might know of [Diane Middlebrook](#) as the late biographer of Sylvia Plath, Billy Tipton, and Anne Sexton, but might be surprised to be able to use her papers to study mother-daughter relationships, female sexuality, and women and alcoholism. This profound collection includes Middlebrook's personal correspondence and photographs along with her groundbreaking research, which produced audiotapes of interviews with Anne Sexton's daughter, Linda Gray Sexton, and Sexton's therapist, Dr. Martin Orne.⁷

Diaries are another highlight of the Feminist Theory Archive that give great insight into the work of these theorists. As an example, the papers of [Tani E. Barlow](#), the George and Nancy Rupp Professor of Humanities and Professor of History at Rice University, and [Mary Poovey](#), the Samuel Rudin University Professor of the Humanities at New York University, include rich diaries and psychoanalysis journals (note that Poovey's journals are closed until January 1, 2041).^{8,9} Barlow's diaries range in date from 1988 to 2013 and illus-

Archives of Interest (cont.)



The Diane Middlebrook papers during processing, 2017. Photograph by Mary Murphy, 2017.

trate Barlow's flowing thought process, which is both personal and professional in nature. Researchers can read Barlow's thoughts on feminism in East Asia as well as her feelings on larger issues such as racism within feminist discourse and thoughts about her personal life and relationships – writing that beautifully evidences the private and public spheres of Barlow's life and how one influenced the other over time.

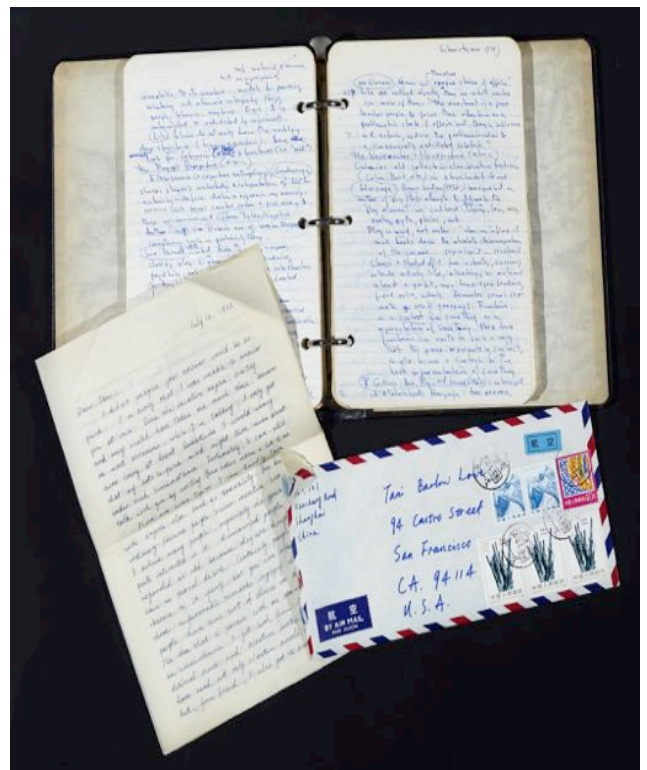
Many of the theorists within the Feminist Theory Archive also participated in women's advocacy movements in their private lives and/or collected proof of that work for their scholarship. For instance, rare print material found within the papers of Silvia Federici, Professor Emerita of Social Sciences at Hofstra University, document her work with the International Wages for Housework Campaign - a global social movement founded in 1972 that was formed to raise awareness of how house-

work and childcare are the base of all industrial work and thus should be compensated as paid wage labor. (The Feminist Theory Archive is accessioning Federici's papers at this time. The collection will be available for research in the coming year).

Anne Fausto-Sterling's papers document her extensive scholarship on women in science and the biology of gender, but also include research on the Women's Movement, Marxist feminism, and Latin American revolutions. Women's Movement items include "Off Our Backs" and "Notes from the Second Year: Women's Liberation," while highlights regarding Latin America and Cuba include Fidel Castro's 1981 Speech "28th Anniversary of the Attack on the Moncada Garrison."

Committed Donors

The Feminist Theory Archive is curated by the Nancy L. Buc '65, Pembroke Center Archivist, who works in close collaboration with the Director of the Pembroke Center, the Pembroke Center Fac-



Collaged items from the Tani E. Barlow Papers, 2016. Photograph by Hank Randall, 2016.

Archives of Interest (cont.)

ulty Board, and colleagues from the John Hay Library, to select appropriate collections for inclusion. The principles that guide curatorial decision-making for the Feminist Theory Archive are that scholars be senior in their fields or on a trajectory toward senior leadership and that they are groundbreakers: theorists who have transformed and diversified the very meaning of "feminist" research through their lives and scholarship.

As of 2017, the Feminist Theory Archive continues to grow focusing on first-generation feminist theorists and on the generation of scholars who studied under the founding mothers of the field. This cross-generational effort is exemplified by the commitment from Inderpal Grewal, Professor of Women's, Gender, and Sexuality Studies at Yale University, who committed to donate papers to the Feminist Theory Archive in 2011. This year, we gained a commitment from Mimi Thi Nguyen, Associate Professor of Gender and Women's Studies and Asian American Studies at the University of Illinois, Urbana-Champaign. Nguyen's scholarship is influenced by Grewal's research in the fields of transnational feminist cultural studies and critical refugee studies.

Overall, 140 scholars have committed to donate their papers to the Feminist Theory Archive. Some scholars, such as Sharon Marcus, the Orlando Harriman Professor of English and Comparative Literature at Columbia University, donate during their careers while others, such as Judith Butler, are collecting while they work in anticipation of donating at a later date. And while scholars, such as Mae Henderson, Professor of English at the University of North Carolina at Chapel Hill, may donate in their retirement, we also work with family members and executors, such as Bill Johnson González, Assistant Professor of English at DePaul University, with whom we are coordinating receipt of the papers of Barbara Johnson, late Professor of English and Comparative Literature and the Fredric Wertham Professor of Law and Psychiatry in Society at Harvard University.



*Notecards from the Jane Flax Papers, 2016.
Photograph by Hank Randall, 2016.*

Please see the [“Donors of Collections”](#) webpage for a full list of our committed donors.

Research

The John Hay Library is open to all researchers and to the public. Those who will find the Feminist Theory Archive particularly helpful are feminist theorists and women and gender studies scholars, as well as undergraduates, graduate students, and others studying women's history, ethnicity studies and feminism, trauma, deconstruction and Jacques Derrida, post-coloniality and global feminism, women in war and migrant studies, queer theory, the culture wars and political correctness (especially debates with Christina Hoff Sommers), Jewish identity and Holocaust studies, pornography studies, literary criticism, sex discrimination, feminist philosophy and anthropology, women in science, women and work, transgenderism, and women writers.

Archives of Interest (cont.)

To begin research at the Feminist Theory Archive, visit the archive's [website](#) and view the [LibGuide](#) and [finding aid](#) for the Feminist Theory Archive Collections.^{10,11,12} Researchers should send general questions and research inquiries to the curator who will assist users in accessing the collections. Email the curator at mary_murphy1@brown.edu.

NOTES

¹ "Feminist Theory" *Oxford Reference*. Oxford University Press. 2017 Published. 31 August 2017 Accessed. <http://www.oxfordreference.com/view/10.1093/oi/authority.20110803095814254>.

² Martin, Douglas. "Naomi Schor, Literary Critic and Theorist, Is Dead at 58" *New York Times*, 16 December 2001 Published. 31 August 2017 Accessed. <http://www.nytimes.com/2001/12/16/nyregion/Naomi-schor-literary-critic-and-theorist-is-dead-at-58.html>.

³ Weed, Elizabeth. "Notes on Pembroke Center's History, 1981-2011." Pembroke Center for Teaching and Research on Women, Brown University. 1 January 2011 Published. 31 August 2017 Accessed. https://www.brown.edu/research/pembroke-center/sites/brown.edu.research.pembroke-center/files/uploads/Notes_PC_History_Final.pdf.

⁴ Anne Fausto-Sterling Papers. MS.92.9, Feminist Theory Archive, Brown University Library. <http://riamco.org/render.php?eadid=US-RPB-ms92.9&view=title>.

⁵ Elaine Marks papers, Ms. 2007.003, Feminist Theory Archive, Brown University Library. <http://riamco.org/render.php?eadid=US-RPB-ms2007.003&view=title>.

⁶ Teresa Brennan papers, Ms. 2009.014, Feminist Theory Archive, Brown University Library. <http://riamco.org/render.php?eadid=US-RPB-ms2009.014&view=title>.

⁷ Diane Middlebrook papers, Ms.2010.043, Feminist Theory Archive, Brown University Library. <http://riamco.org/render.php?eadid=US-RPB-ms2010.043&view=title>.

⁸ Tani E. Barlow papers, MS.2015.003, Feminist Theory Archive, Brown University Library. <http://riamco.org/render.php?eadid=US-RPB-ms2015.003&view=title>.

⁹ Mary Poovey papers, MS.2017.001, Feminist Theory Archive, Brown University Library. <http://riamco.org/render.php?eadid=US-RPB-ms2017.001&view=title>.

¹⁰ "Feminist Theory Archive." Pembroke Center for Teaching and Research on Women, Brown University. 2017 Published. 31 August 2017 Accessed. <https://www.brown.edu/research/pembroke-center/archives/feminist-theory-archive>.

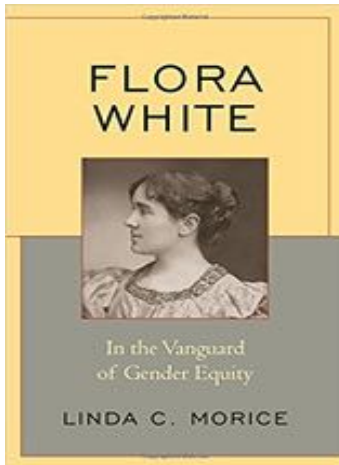
¹¹ Feminist Theory Archive LibGuide. Brown University Library. 29 August 2017 Published. 31 August 2017 Accessed. <http://libguides.brown.edu/FTA>.

¹² Feminist Theory Archive collection, MS.2017.016, Feminist Theory Archive, Brown University Library. <http://riamco.org/render.php?eadid=US-RPB-ms2017.016&view=title>.



Collaged items from the Feminist Theory Archive, 2016. Photograph by Hank Randall, 2016.

Book Reviews



Linda C. Morice. *Flora White: In the Vanguard of Gender Equity*. Lanham, MD: Lexington Books, 2017. 219pp. ISBN 978-1-4985-4238-8. \$85.00.

Erika Cornelius Smith
Nichols College

To be in the vanguard is to be in a position at the forefront of new developments or ideas. In her recent historical biography of Flora White, Linda Morice reveals the story of a woman who helped form the social and cultural landscape of education in the 21st century. Although her name was never a household word, Flora White had a distinguished career promoting physical and intellectual achievements of girls and women.

Authored by Linda Morice, an Assistant Professor of Educational Administration whose research focuses on the history of educational leadership and feminist perspectives on educational leadership, the text of-

fers four central contributions to historical and educational scholarship. First, it presents White as a biographical subject. Morice situates her work in the “biographical turn” in the humanities and social sciences involving “preoccupation with individual lives...as a change” (3). For social, feminist, and post-colonial historians, detailed studies of the lives of individuals, families, and other groups offers insights into how particular institutions and events, as well as larger social, economic, and political developments were felt, experienced, and understood by those who lived through them. Historians such as Barbara Cain, cited by Morice, argue that this provides a way of accessing “subjective” understanding and experience.

Second, *Flora White* corrects the historical record with regard to important aspects of the progressive era, including John Dewey’s role in the reform known as Organic Education, the idea that school curriculum should be structured and progress according to his concept of the stages of biological and neurological child development. Chapter Two, “Nature Weeps,” reveals how White’s marginalized status as a female public school teacher led her to revolt against the prevailing industrial model of U.S. public education. Believing that public schools were organized like factories with men overseeing adults and older students, and women being relegated to nurturing small children, White resigned her teaching position in Springfield, Massachusetts public schools to

teach English to adolescent boys at a preparatory school in the Cape Colony of southern Africa.

This leads to Morice’s third focus, that White’s biography also brings a gendered lens to educational history and negates the long-held view of progressive education that casts men in the role of theorists and women as practitioners. In Chapter Four, “The New Education,” the author examines the small private school established by White as part of the child-centered strand of progressive education including her implementation of motor training (fine and gross motor development) and other new practices in education theory. Chapter Five, “Visionary Women,” links White to other progressive women educators in Massachusetts, including Boston philanthropist Pauline Agassiz Shaw and Dr. Grace Wolcott. Her connections with the Secretary of Massachusetts State Board of Education and other prominent educators facilitated her work at her alma mater, Westfield Normal School, and the Boston gymnasium of Nils Posse, before she chose to once again start her own private school in Concord, Massachusetts in 1897. In Chapter Six, “A Redeemer,” Morice emphasizes the rivalry among male theorists in the early progressive education movement, and shows that competition affects current understandings of women’s contributions to school reform. Taken together, these three chapters illustrate Morice’s larger point, that the rela-

Book Reviews (cont.)

tionships between practices, theory, and research in education are complex, interlinked, and influenced by political and social concerns, and thus cannot be neatly divided across gendered spheres.

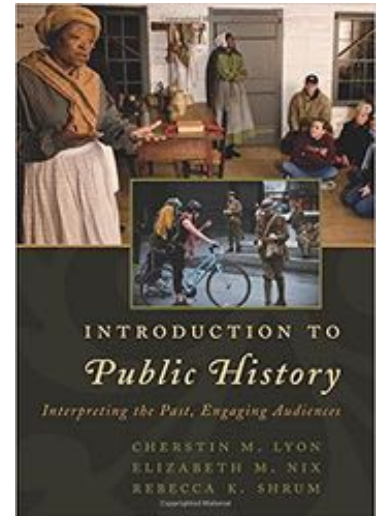
The fourth goal of *Flora White* is to introduce evidence of the central figure's critique of a well-known leader in educational history, G. Stanley Hall, who drew on evolutionary theory to propose a sexist view of educated women who were childless. The author builds on the work of Joan N. Radner and Susan S. Lanser, who contend that marginalized women express their thoughts in code in order to gain protection from people who might find their ideas disturbing (5). Analyzing the poem "Redemption," published in 1939, Morice believes White wrote to offer a new interpretation of Republican Motherhood by asserting the merit of single women who redeem humankind by educating children (133-4).

The organization of the book proceeds chronologically, following the arc of White's life. Chapter One, "A Good Name," establishes the context for what the author calls "White's quest for agency," a combination of privilege and marginalization during her early years and Chapter Seven, "Doing Precisely What One Pleases," describes White's life after the

sale of her Concord school and early retirement years in Heath. White defied easy categorization, having the racial privilege of being white, but a social class status that fluctuated throughout her life.

Perhaps one of the more interesting elements of *Flora White* to note is that the author is the great grand-niece of the subject of the book. Morice explains her methodology and extensively addresses the question of her family relationship in an Appendix that would be of use to other scholars considering a similar approach to biographical historical writing. The majority of Morice's primary and secondary sources (letters, speeches, newspaper clippings, published articles, books, photographs, and brochures) only recently became available to scholars, specifically to distant family through a somewhat controlled route. Morice speculates that this was perhaps even a final act of agency for White intended to leave documents telling her life story only with an entrusted brother and his progeny as a way of taking ownership over her own life's work.

The text concludes in Chapter Eight, "The Best of Her Generation," with reference to an obituary that complimented White by stating that her work had been praised by "men of note throughout the educational world" (8). Linda Morice corrects the record by situating Flora White as a woman leader in a formative period of progressive education, according to her own contributions.



Cherstin M. Lyon, Elizabeth M. Nix, and Rebecca K. Shrum. *Introduction to Public History: Interpreting the Past, Engaging Audiences*. New York: Rowman and Littlefield, 2017. 187 pp. ISBN 978-1-4422-7222-4. \$39.00.

Joanne Schneider
Rhode Island College

This textbook reaches far beyond what appears in its title. Not only does it provide an introduction to public history, it also serves as a primer on historical method, and as a reference work. It defines Public History as having unique standards beyond academic history with which it shares the common bond of asking questions of sources using proper historical method. The book's eight chapters explore various themes and include case studies, suggested resources, and bibliography, which augment each narrative.

It begins with noting that Public History distinguishes itself from academic history in terms of audience and collaboration with others. Students in

Book

Reviews (cont.)

high school or college history classes have different expectations and experiences than visitors to museums, historic sites, and monuments. Public historians must create exhibits that contextualize the stories presented and show visitors that history involves problems to be solved not factoids to be memorized.

Additionally, the public historian works with others. This includes stakeholders, the people connected to the site as owners of the property or artifacts or as monetary donors, for example. Experts from other disciplines such as art, archaeology, and anthropology might also be part of a collaborative effort to interpret a site. Through concern about audience and collaboration with others, the public historian creates an exhibit that has relevance to and connection with the local community.

The second chapter, "Thinking Historically," stresses "history as practice." It describes the basics of historical categories of inquiry, with which any student of history should be acquainted. It emphasizes that any historical research should immerse itself in primary sources. It creates a mnemonic **SOURCE** to use to examine documents and material objects. It stands for: **S**eries of steps; **O**rigin; **U**se at the time it was created; **R**eality check;

Context and **C**uriosity; and, **E**vidence (26-7).

Ensuing chapters examine various public history initiatives and concerns related to the field. The University of Baltimore's "Baltimore '68 Project" provides an example. It began with the desire to uncover the contested history of Baltimore in April 1968. It involved oral history interviews with people who lived through the public outcry in the city after Martin Luther King, Jr.'s assassination. Techniques for doing proper and thoughtful interviews are explained. This included making everyday people feel that their stories were worth telling. What emerged debunked the commonly held belief that Baltimore had been wracked by riots. The people involved wanted the students to describe those days as times of disturbance and dismay. People marched in grief because of the assassination, although vandalism did occur and six people died (34). The project's success rested on the students' care in doing those interviews and interpreting this sensitive story, which was much more nuanced than the historical memory of rioting, looting, and death.

Dilemmas that public historians confront involve the collecting of artifacts, the preserving of historic sites, and the archiving of documents. What should be collected? What should be saved? The origins of collecting artifacts belonged to the elites, who gathered curiosities and great art. But today, people who had been underrepresented or ignored by col-

lectors of the past are now given greater respect and attention. A premiere example of this is the Smithsonian's National Museum of African American Culture which opened in September 2016.

Practical suggestions about how to set up and interpret exhibits highlight further discussion. What will inform the visitors without overwhelming them? What draws someone to examine an object? Exhibits should have a "Big Idea" as the primary focus and artifacts should relate to it (90 ff). Interpretive descriptions should be brief yet informative. Most importantly, visitors should be encouraged to learn more on their own.

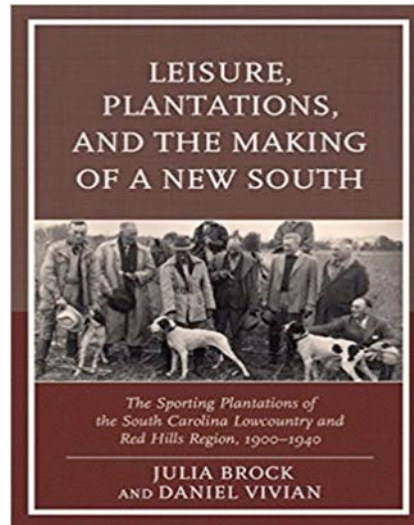
How should public history engage audiences? Much depends on the site's or museum's resources. Some living history museums have costumed interpreters who act as historical figures; historic houses and battlefields have knowledgeable docents who provide information either by lecture or guided tour; and, many locations have audio gear (headsets and recorders) or I-phone apps that allow visitors to listen to recorded messages and proceed at their pace through the site. Engagement can be tricky if the site has contested historical stories to tell. These must be handled with care – not overly dramatized, but certainly not ignored.

The book concludes with real life examples of students who have recently graduated and secured jobs in public history. Their stories help inform the in-

Book Reviews (cont.)

dividual reading the chapter about strategies for finding work in the profession. Resources for job seekers appear as well as hints about networking. Moreover, the conclusion has relevance for everyone: public history should matter to everyone!

This well-written, relatively concise work should be part of any introductory course in Public History. Obviously, it has been created by historians who have had wide experience in the field and a deep commitment to passing on their knowledge to their students. Where technical terms are introduced, they are explained. Photos illustrate those chapters devoted to specific public history projects. Suggestions for following through on ideas and examples can be found in the “Sources and Activities” sections at the end of each chapter. The book’s narrative throughout stresses history as process: what questions need to be asked of the past and how to represent the potential answers in public history venues that can be enjoyed by and instructional for all visitors.



Julia Brock and Daniel Vivian, editors. *Leisure, Plantations, and the Making of a New South: The Sporting Plantations of the South Carolina Lowcountry and Red Hills Region, 1900-1940*. Lanham, Maryland: Lexington Books, 2015. 214 pp. ISBN 978-0739195802. \$42.99.

Misti Nicole Harper
University of Arkansas

In their introduction, Julia Brock and Daniel Vivian cite a 1935 issue of *Country Life* magazine that reported an “army” that had recently “marched through Georgia” (1). Unlike Sherman’s soldiers who definitively spelled the defeat of the Confederacy, this new army was comprised of Northern sportsmen and –women, most newly rich from the industrial boom and enterprise of the postwar Gilded Age, and all eager to participate in the rituals and activities that would catapult them from *nouveau riche* status to the mythological aristocracy they associated with the antebellum South. *Leisure, Plan-*

tations, and the Making of a New South offers an insightful compilation of essays that explore the hunting retreats in the South Carolina Lowcountry and the Red Hills of Florida and Georgia. A sorely understudied facet of the emergent New South, these works explore the social relations that did or did not develop between the Northerners who acquired former plantations for new sporting resorts, and the black and white Southerners who observed the newcomers; the ecological changes wreaked by the popularity of hunting for sport in the postwar era and early twentieth century; the “culture of leisure” as the experiences of sportsmen and sportswomen defined or redefined status; and how the influx of newly-moneyed Northerners into a socially-revolutionized South diversified the meaning of powerful Southern symbols such as “plantations” (4, 12). This collection presents a valuable and unique lens for understanding the complicated regional, economic, spatial, and racial relationships between Americans in the wake of civil war.

This work includes the findings of historians, curators, and preservation specialists to examine the former cotton and rice kingdoms that became the private playgrounds of titans of industry in the decades between Union victory and the Great Depression. The “Second Yankee Invasion” included men and women who had ascended dizzying financial heights in the urban North, but looked south-



Book

Reviews (cont.)

ward for the kind of quiet setting that was “undisturbed by the restless present” (22, 28). The southeastern coast represented exactly that and as investors acquired thousands of acres of unsullied marsh and former plantations including South Carolina’s famed Boone Hall, robber barons and socialites flocked southward for winter sojourns to enjoy hunts and shoots that encapsulated what blue-blooded Teddy Roosevelt dubbed “the strenuous life” that allowed privileged urbanites to act out fantasies of what they imagined was a simpler life.

Of the admirable essays included in this study, Daniel Vivian’s “‘Plantation Life’: Varieties of Experience on the Remade Plantations of the South Carolina Lowcountry” showcases the personal class anxieties of Northern sportsmen and sportswomen ironically enraptured by the exoticism of the defeated Old South, against the backdrop of a nation careening toward *de jure* and *de facto* Jim Crow. Vivian ably highlights that the supposed-simple life actually served to solidify the statuses of the newly-wealthy through rituals and exclusions designed specifically to recall the aristocracy of European societies and the feudal hierarchies of the Old South. The popularity of glamorous hunts that demand-

ed the right clothes, firearms, and accouterment resulted in the ballooning of plantation estates across the Lowcountry by 1928, and thousands of Northern visitors eager to prove their status to one another and themselves. Sports such as boating, horseback riding, golf, and tennis – in addition to hunting – solidified the elite status of people who only recently stood on that rung, and that they reimagined themselves (and enjoyed the sensation of feeling like) “a Southern aristocrat” (39).

Essential to Northern tourists’ images of themselves as American gentry, and to the actual business of exploring and exploiting the Southern wilderness, was the use of native African-American labor. Thousands of families who descended from enslaved people continued to live and work on plantations as tenant farmers, and they recognized new prospects in the arrival of sportsmen and sportswomen who, for a time, transformed the antebellum associations with “plantation” to mean “fashionable destination.” In particular, articles contributed by Julia Brock, Robin Bauer Kilgo, and Hayden R. Smith, highlight the agency of African-American Southerners not only in the context of how they took advantage of new money and personalities eager to perform the roles of mythologized feudal lords. Their works reveal the remarkable hunting skills, ecological and topographical knowledge that black communities amassed from enslavement, and passed to their

freed descendants, that allowed them a modicum of independence before emancipation and placed them in a position of real power relative to Northern newcomers who had no innate advantages in the hills or on the swamps and beaches of coastal Carolina, Georgia, and Florida. The “black landscape” of regions where African-American Southerners often outnumbered native whites and Northerners ensured social and economic opportunities that sometimes enabled the former to mitigate the grinding poverty of the entire South in the postwar era, as well as rapidly crystalizing Jim Crow law and custom that further marginalized African Americans even in the points-of-view of Northern sportsmen and sportswomen who could not navigate the wilderness without them (141-44).

Taken together, these essays offer a distinctive glimpse into a particular moment in Southern history. This volume will be especially useful for scholars of environmental and agricultural studies, and affords cultural historians a fresh look at class-conscious rituals and entertainments. Most of all, *Leisure, Plantations, and the Making of a New South* is an excellent social history that underlines how the fantasy of the Old South extended to white Northerners’ imaginations, and propelled policies of common and formal discrimination that African Americans throughout the Lowcountry, Red Hills, and the nation inverted, subverted, and resisted.

Book Reviews (cont.)



Dorothy Chansky. *Kitchen Sink Realisms: Domestic Labor, Dining, and Drama in American Theatre*. Iowa City: University of Iowa Press, 2015. 291 pp. ISBN 978-1-60938-375-6. \$55.00.

Disha Acharya
University of Louisiana
at Lafayette

Dorothy Chansky's introduction locates her text as part of feminist history as she argues that "it investigates the unremittingly gendered nature of virtually all domestic labor portrayed on the American stage" (3). The book is an attempt at laying bare the bones of the industry that women put in housework which is rendered invisible by the institutions of marriage and family. Chansky's endeavor is to make visible the naturalization of house

work that takes place in the household on the stage in American theatre and her mission is to "consider the invisible labor that makes possible the household depicted on the realistic stage" (10). Realism makes this possible as the stage is described in detail and assumes that the characters and settings are as close to life as possible. The kitchen sink drama examines how domestic labor includes "food preparation, knitting, sewing, ironing, dusting, sweeping, floor scrubbing, vacuuming, bathing and dressing children, caring for the elderly, doing the laundry, dining, serving, entertaining, and cleaning up" (3) pervading the lives of female characters. These wide-ranging activities consume the lives of the women in the plays and is part of their folklore. Even though Chansky argues that women are still the main members of the family engaged in domestic labor, she overlooks that it is also part of women's folklore. One of the primary functions of folklore is to maintain social mores, but also to subvert those traditions. Women feel the need to be excellent cooks or the perfect homemaker, but also use food preparation and cleaning as a means to undermine the forces which try to control them. Including the acts of resistance of these characters would have also recognized the important contribution that they make as part of feminist history.

The text works as a literature review of notable kitchen sink dramas on the American stage from 1918 to 2005. Spanning al-

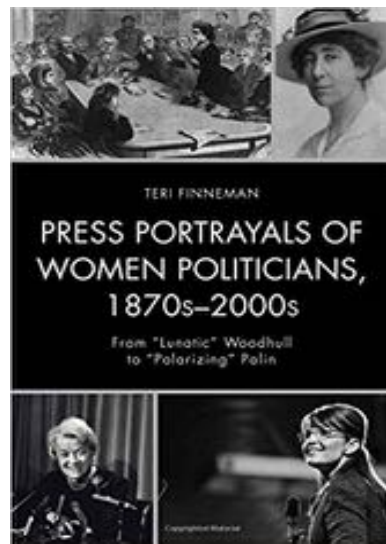
most a hundred years, it explores and analyses how these plays have changed and keeps in focus the political and social upheavals and changes over time. Chansky divides the book into seven chapters with roughly one or two decades' worth of plays in each with their exploration and study from a feminist perspective. The first chapter covers the plays from 1918-1925 and talks about the "New Theatre Movement" (31) which aimed at making the plays more personable to the audience post-World War I and also had female characters such as the "New Woman" who tried to traverse both home and economic independence outside of the private sphere. Chapter 2 focuses on the 1920's and explores plays whose central plots revolve around domestic dystopias where electricity and consumerism take over American homes. The same trend continues in the '30's where beauty parlors and grooming take over as a woman's appearance was still seen as one of the most important facets of her personality. The third chapter deals with burgeoning commercialism, but paradoxically also it was the decade of the Depression where the economy was suffering and as Chansky argues "Professional women suffered the greatest loss of employment during the Depression" (95). Losing jobs meant that they were back to being relegated to the kitchen and so "the best social security for a domestic worker was a marriage to a man with a wage or a salary" (108). Chapter 4,

Book Reviews (cont.)

which deals with the war years and the aftermath of the Second World War, is the longest chapter in the book and stresses the fact that plays focused on how “domestic labor was the bedrock of American patriotism” (116) and so Rosie the Riveter typified very few women at the time. Chapters 5 and 6 discuss the publication of Julia Child’s cookbook and Betty Friedan’s *Feminine Mystique* and how feminism and a call to domesticity both battled it out on the American stage. The final chapter, which examines plays from the 1990’s until 2005, finds that the Friedan/Child paradox still exists and probably always will, but that women need to keep resisting patriarchal forces.

The book does an exemplary job of reviewing American theatre from the standpoint of feminist criticism. What is noteworthy is Chansky’s inclusion of Black theatre and other marginalized groups such as Jews and Latinos who feature as characters in some of the plays that she examines. Every chapter has a section devoted to Black theatre and a detailed analysis of the same. However, this reviewer wishes Chansky’s analysis of Black theatre was part of the main discussion and not a separate section. Locating the plays within the historical context along with providing brief snip-

pets about the playwright and actors’ biography or interviews makes it a more enriching reading experience. Chansky’s argument that domestic labor in American theatre needs attention because it is important part of women’s lives and folklore helps to strip away the mythos of domestic labor that millions of American women partake in every day.



Teri Finneman. *Press Portrayals of Women Politicians, 1870s–2000s: From “Lunatic” Woodhull to “Polarizing” Palin*. New York: Lexington Books, 2015. 217 pp. ISBN 978-1-4985-2424-7. \$44.00.

Antara Bhatia
University of Mumbai, India

Finneman’s book could not have arrived at a more relevant time, nor could her subject have been more highly topical than in these recent politically volatile years. *Press Portrayals* encapsulates fairly succinctly the nuances and subtleties behind media representations of women

politicians in American history. The author conducts a “longitudinal” study to “explain the discursive strategies used by mainstream newspaper reporters in their covering of pioneer women in politics in order to understand how these strategies have changed throughout history” (3). With an exhaustive introduction and conclusion, the book includes four chapters focusing on four significant women politicians covering the period from the 1870’s to the 2000’s: Victoria Woodhull, the first woman to run for President in 1872; Jeannette Rankin, Republican from Montana and the first woman elected to Congress in 1916; Margaret Chase Smith, the first woman to receive a nomination for President at a major party’s convention in 1964; and Sarah Palin, the first Republican woman selected as a vice-presidential candidate in 2008.

The choice of these particular women is interesting and it seems irrelevant to Finneman whether any of these women figures won or lost their respective elections. The author makes clear that her focal point is the way in which these women broke gender barriers to make path breaking leaps forward in the feminist movement. In fact, the very first line of the book establishes the focus, presenting an image of Hilary Clinton standing before her supporters in the failed nomination bid for the Democratic presidential elections of 2008. The key word here being “failed.” Finneman opines here that power in such women is not

Book

Reviews (cont.)

defined by failure or success, but by their abilities to effect major positive changes in the roles of women in modern day society. The other point to note is, of course, the author's very detailed study of the deeply political language, entrenched in gender debates, used in press portrayals of American women leaders. The recurrent phrase throughout the introduction is "word choice" (4) and the chapter mentions the "stereotypical, biased" (2) language used in news coverage of women politicians through history.

Chapter Two discusses Victoria Woodhall's election of 1872 and her candidacy being presented through phrases like "Wall Street Aroused" (16) in *The New York Times*, 1870, "Satanic Ticket" (32) in *The Daily Leader*, 1872, and "lewd and debauched women ...in one shocking, profane mass" (29) in *The New York Express*, 1872. Finneman uses such examples to show the sexualization and demonization of women who break out of traditional gender roles.

Chapter Three deals with Jeannette Rankin and her election to Congress in 1916. Her rise to power is traced vis-à-vis the changing political climate, including electoral reforms, the 17th Amendment mandating direct election of Senators, the Progressive move-

ment, and, finally, World War I. Finneman further argues that the press coverage of Rankin romanticized Rankin's image as a kind of heroic suffragette with an attractive appearance, that fuelled the *Topeka State Journal* to put out a headline "[...] Look Out Boys!" (68).

Chapter Four begins with the information that Margaret Chase Smith dissociated herself firmly from feminism. In the volatile climate of the day and the rise of the women's movement, this was a controversial stance. The author remarks that in Smith's case, the media representation was not as much a personal commentary as one based on gender, where Smith herself became "irrelevant" (96).

Chapter Five brings out the way in which media coverage of Sarah Palin was far more personal than the others. "She became a popular target for tabloids" (117). However, Palin's representations are seen as an evolution from Woodhull's and others', with reduced scrutiny and the focus largely on questioning her experience in the field rather than appearance or gender.

Chapter Six summarizes the book and also briefly discusses some notable contemporary women politicians such as Geraldine Ferraro, Nancy Pelosi, Elizabeth Dole, and Hilary Clinton. The book, however, could have been enhanced with visual inclusions of actual press clippings of the articles mentioned so that the reader would have a clearer idea of the language used. Additionally, the focus seems to be on Amer-

ican white women leaders for the most part; perhaps the inclusion of black politicians or politicians of color would have added a racial, gendered angle to the analysis.

Press Portrayals effectively provides a detailed historical overview and analysis of the language used to represent women in the media over the years and by the end, has outlined a trajectory. In other words, the relentless vilification of Victoria Woodhall gradually changes into the more subtle delegitimization of Sarah Palin and the book definitely takes a positive stance by saying that traditional acceptance of gender stereotypes may finally be crumbling.



Member News



Elyssa Ford

Elyssa Ford joins the CCWH Board of Directors as the Public History Coordinator. She is an Assistant Professor of History at Northwest Missouri State University where she is the director of the Public History and Museum Studies minor degree program. She also teaches courses in U.S. History and Women's History, and she has published in the *Pacific Historical Review* and the *Journal of Museum Education* and has an article forthcoming in the *Journal of Men's Fashion*. Her book manuscript examines memory and identity in race- and group-specific rodeos in the United States, with a focus on circuits like the gay rodeo and the black rodeo. Her graduate degrees are from Arizona State University where she studied with some of the founders of the public history field. Within that area, her interests and experiences are in oral history, exhibit design, and museum studies.



Bridget Keown

Bridget Keown has become the Host Program Coordinator for the CCWH. Bridget is a rising fifth year Ph.D. candidate in World History at Northeastern University. Her research focuses on issues of gender violence, and trauma in the British Empire during the First World War and the Irish War of Independence. She has been fortunate enough to teach courses in the History of the British Empire, and Gender and Sexuality in World History at Northeastern, and is a blogger for the American Historical Association. A native of Peabody, Massachusetts and devoted Red Sox fan, Bridget received her B.A. from Smith College and her M.A. in Imperial and Commonwealth History from King's College London. While living in London, she also worked at the Imperial War Museum's Department of Documents, assisting with the cataloguing of private papers from the First World War. She works as an assistant reference librarian at the Peabody Institute Library and loves traveling with her garden gnome.

Book Reviewers Wanted!

The following books are available for review. If you are interested contact Whitney Leeson at: wleeson@roanoke.edu

Jomarie Alano, *A Life of Resistance: Ada Prospero Marchesini Gobetti (1902-1968)*

Edward C. Atwater, *Women Medical Doctors in the United States before the Civil War: A Biographical Dictionary*

Elma Brenner, *Leprosy and Charity in Medieval Rouen*

Benjamin Dabby, *Women as Public Moralists in Britain: From the Bluestockings to Virginia Woolf*

Karen A. McClintock, *My Father's Closet*

Barbara McManus, *The Drunken Duchess of Vassar: Grace Harriet Macurdy, Pioneering Feminist Classical Scholar*

Daniel Nemser, *Infrastructures of Race: Concentration and Biopolitics in Colonial Mexico*

Nancy Shoemaker, ed., *Living with Whales: Documents and Oral Histories of Native New England Whaling History*

Member News (cont.)



*Jacqueline-Bethel
Tchouta Mougoué*

Jacqueline-Bethel Tchouta Mougoué is an Assistant Professor at Baylor University. Jacqueline-Bethel joins the CCWH's Mentorship Committee. Her research interests include African Women's History, separatist and secessionist movements, political identity, and print culture. Her first manuscript complicates current academic discourse and ongoing political debates about contemporary Cameroon, a West African country with British and French administrative legacies. Drawing on oral interviews, as well as archival records, she traces the origin of Anglophone Cameroonian women's roles in the effort to maintain Anglophone separatism, political identity, and cultural values in a Francophone-dominated federal republic (1961-1972). Most recently, she has an article in *Feminist Africa* (2016) that fo-

cuses on beauty rituals and cultural identity in post-independent Anglophone Cameroon. Mougoué has shared her research at Yale University, Northwestern University, and the University of Cambridge.



Amanda Jeanne Swain

Also joining CCWH's Mentorship Committee is Amanda Jeanne Swain who is the Executive Director, Humanities Commons, at the University of California, Irvine. As Executive Director of UC Irvine's Humanities Center, Amanda is responsible for faculty and graduate student research development, school-wide and cross-campus collaborative projects, and community partnerships. She received her Ph.D. in Russian and East European History and a Master's degree in International Studies from the University of Washington. She also has over ten years' experience in executive and program management with cultural non-profits.



Einav Rabinovitch-Fox

Einav Rabinovitch-Fox is a Visiting Assistant Professor in History at Case Western Reserve University. Einav has become a member of CCWH's Mentorship Committee. Her research examines the connections between culture, politics, and modernity, and the ways in which they shaped and reflected class, gender, and racial identities. Her current book manuscript, based on her 2014 dissertation, *Dressed for Freedom: American Feminism and the Politics of Women's Fashion*, uses fashion as a lens to revise twentieth century feminism by exploring women's political uses of clothing and appearance as a means of negotiating new freedoms and gender roles. Einav has published on fashion, advertising, femininity, and feminism in the *Journal of Women's History*, and in *American Journalism*, and has a forthcoming essay on New Women in the Early 20th Century for the Oxford Research Encyclopedia in American History.

Member News (cont.)



Kelly Kean Sharp

Kelly Kean Sharp has become a member of CCWH's Mentorship Program Committee. Kelly is a Ph.D. candidate in Early American History. Though a native of Southern California, her hobby of family genealogy spurred a love of Southern History which she paired with her second hobby, eating. Her dissertation, "Farmer's Plots to Backcountry Stewpots: The Culinary Creolism of Antebellum Charleston," examines how foodways shaped urban Charleston and the surrounding Lowcountry environs in the first half of the nineteenth century. Agriculture underlies a region's foodways, shaping not only Charleston's economy, but also forming the backdrop for much of its cultural distinctiveness. While her scholarship is centralized on the role in Charleston within its immediate environs, Sharp places Charleston foodways in an Atlantic World context to highlight the economic, bi-cultural, and social contributions

of Africa, Europe, the Americas, and the Caribbean in shaping regional Lowcountry culture. Broadly, her research interests include social and economic history of antebellum America, women and gender history, and food and material history.



Elise Leal

Elise Leal has also signed on to the CCWH's Mentorship Program Committee. Elise is a fifth-year Ph.D. candidate in the History Department at Baylor University. Her research focuses on intersections between American religion and culture in the eighteenth and nineteenth centuries, with particular emphasis on issues of gender, childhood, and social reform within evangelicalism. She is currently writing her dissertation on the founding of the American Sunday School Movement, using this religious institution as a lens for examining how shifting constructions

of childhood impacted the growth of nineteenth-century evangelicalism while also transforming lived religious experiences for children and youth. Her work has received numerous grants and awards, including the American Society for Eighteenth Century Studies/Boston Athenaeum 2016-2017 Fellowship, the Phi Alpha Theta Doctoral Scholarship Award, and a Congregational Library and Archives Research Travel Grant. She has presented her work at numerous national conferences, such as the American Historical Association and the Organization of American Historians. Elise is also a Doctoral Administrative Fellow in the Baylor University Graduate School where she oversees various professional development programs for graduate students and co-directs the Women in the Academy mentorship program and bi-annual conference.

MEMBER NEWS

We invite CCWH members to keep us updated about their professional activities. New book, award or prize, promotion, new position – whatever it might be, share it with your CCWH colleagues.

Send your news to the Newsletter Editor at newsletter@theccwh.org.

We look forward to hearing from you!

Announcements

Lerner-Scott Prize Applications

The Lerner-Scott Prize is given annually by the Organization of American Historians for the best doctoral dissertation in U.S. Women's History. The prize is named for Gerda Lerner and Anne Firor Scott, both pioneers in Women's History and past presidents of the OAH.

A dissertation must be completed during the period July 1, 2016 through June 30, 2017 to be eligible for the 2018 Lerner-Scott Prize.

The prize will be presented at the 2018 OAH Annual Meeting in Sacramento, California, April 12-14.

A PDF of your complete dissertation to the committee chair must be received by midnight (PST), October 2, 2017 with "2018 OAH Lerner-Scott Prize Entry" in the subject line.

Each application must also include a letter of support from a faculty member at the degree-granting institution, along with an abstract and table of contents.

Applicants should provide a cover letter describing the contribution of the dissertation to the field of U.S. Women's History and any funding or project or travel grants that supported the completion of the dissertation.

For further details contact the Committee Chair, Bonnie Laughlin-Schultz at blaughlin-schul@eiu.edu.

Nation's First Historical Society Announces New President

The Trustees of the Massachusetts Historical Society have announced the appointment of Catherine Allgor, Ph.D. as the next President of the Massachusetts Historical Society. Allgor will assume her position in early October 2017. She succeeds Dennis A. Fiori, who is retiring as President.

Paul Sandman, Chair of the Board of Trustees, said, "In Catherine, the MHS has found a charismatic leader, an accomplished scholar, and a captivating spokeswoman. She will bring not only creativity and vision to fulfilling the Society's mission, but also a track record of successful execution." He continued, "She is a perfect fit for the MHS and we are excited by her commitment to propelling the Society forward."

Allgor is currently the Nadine and Robert A. Skotheim Director of Education and Volunteers at the Huntington Library, Art Collections, and Botanical Gardens. As she prepares to take the helm at the MHS, she acknowledged her admiration of the MHS. "I am honored that the Trustees have entrusted me with leading the MHS. American history is a wonderfully diverse continuum of experiences that we all share. The MHS provides a forum to share insights and learn about the long, unfolding human story in which we all participate. There are so many wonderful opportunities and I can't wait to get started."

Call for Papers: Women and Religion in the Early Americas

For a special issue in honor of the life and career of Mary Maples Dunn, *Early American Studies* seeks article-length contributions from scholars working on the history of women and religion in the early Americas. Mary Maples Dunn (1931-2017) was a leading practitioner of Women's History, as a scholar, as a teacher, and in her life as a university leader. She worked in a variety of fields from Early American Women's History; to Colonial Latin American History; to the history of religious women; to the history of women's education, as well, of course, the worlds of William Penn and early Philadelphia.

The editors invite essays that consider the history of Early American women, Early American religion (or both) and are especially interested in work that makes cross-cultural comparisons or integrates multiple Atlantic orientations: North and South (French, British, Dutch, Spanish, and/or Portuguese), East and West (from European and/or African links to Native American perspectives).

To submit, please email a 3-page CV and a 1,000-word summary of the contribution you propose to write by September 30th to Ann Little (ann.little@colostate.edu) and Nicole Eustace (nicole.eustace@nyu.edu). Please use the subject line "Mary Maples Dunn Special Issue Submission."

Announcements

Employment Opportunity Assistant Professor in Latin American History at Bowdoin College

The Department of History at Bowdoin College invites applications for a tenure-track position at the rank of assistant professor in Latin American History, including Brazil and the Hispanic Caribbean, beginning Fall 2018. Research sub-field and period is open, but candidates should demonstrate the ability to teach the colonial and modern periods.

The department welcomes applications from candidates committed to the instruction and support of a diverse student population and those who will enrich and contribute to the College's ethnic and cultural diversity. If you have experience working with a particular group of students in the context of Latin American History, we encourage you to address this in your cover letter.

Please submit a detailed over letter describing your research and teaching interests and how they will contribute to Bowdoin's Department of History, Latin American Studies Program, and the broader college community; a c.v.; and the names and contact information of three references. Review of applications will begin on October 15th.

For further details on the appointment, see <http://www.bowdoin.edu/history/position-announcement>.

Call for Papers: Western Association of Women Historians

The Western Association of Women Historians (WAWH) invites proposals for panels, roundtables, posters, workshops, and individual presentations in all fields, regions, and periods of history at its 50th Annual Conference to be held at the UC Davis Conference Center, April 26-28, 2018.

Although they will consider all types of submissions, they particularly encourage non-traditional formats and topics. These could include panels and roundtables focused on pedagogy, on women in academia, on public history, digital humanities, academic publishing, career paths, activism, etc.

Participants are strongly encouraged to replace the customary 20-minute paper reading with shorter and more interactive presentation styles.

Priority will be given to proposals for complete or partially complete sessions, but we will also consider individual papers. The WAWH expects panels to represent diversity of our membership and profession.

For guidelines, FAQ on WAWH conferences, submissions, and opportunities to find co-panelists, please see information on our 2018 Conference page at <http://www.wawh.org/conferences/2018>.

Proposals are due on Sunday, October 15, 2017. WAWH membership and 2018 conference preregistration will be required of all program participants.

Call for Papers: Journal of West African History

The *Journal of West African History* is a new interdisciplinary peer-reviewed research journal that publishes articles on West African history. Located at the cutting edge of new scholarship on the social, cultural, economic, and political history of West Africa. The journal fills a representational gap by providing a forum for serious scholarship and debate on women and gender, sexuality, slavery, oral history, popular and public culture, and religion.

The editorial board invites scholars to submit original article-length manuscripts (not exceeding 10,000 words including endnotes, 35 pages in length) accompanied by an abstract that summarizes the argument and significance of the work (not exceeding 150 words). Review essays (not exceeding 1,000 words) should engage the interpretation, meaning, or importance of an author's argument for a wider scholarly audience. See what we have available for review on our Books for Review list.

Manuscripts submitted to the *Journal of West African History* should be submitted online at <http://ojs.msupress.msu.edu/index.php/JWAH/about/submission>.



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Membership in the CCWH runs from 1 January to 31 December each calendar year

Dues	Membership Level	Donation Amount	Donation Designation
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\$___	\$80 institutional membership	\$___	Joan Kelly Memorial Prize in Women's History (CCWH Sponsored, AHA administered)
Please make check or money order (in U.S. funds) payable to CCWH. Print and mail to: Dr. Pamela Stewart College of Integrative Sciences and Arts Arizona State University 455 N. 3rd St Suite 380 Phoenix, AZ 85004-1601		\$___	Peggy Pascoe Memorial Fund (at the University of Oregon)
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Insights: Notes from the CCWH is published four times a year. Our publication dates are Spring (March 1st), Summer (June 1st), Fall (September 1st), and Winter (December 1st).

We invite members of the CCWH to share your professional news with colleagues. Submit 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 no later than two weeks prior to publication (e.g., for the Spring issue, no later than February 15th). Material should be sent to newsletter@theccwh.org. If you have any questions about whether material would be appropriate for the newsletter please email the editor.



“If your dreams do not scare you, they are not big enough”

- Ellen Johnson Sirleaf

INSIGHTS: NOTES FROM THE CCWH

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