My first child, a boy named Eamon, was born last July for a good reason. Like many teachers, my husband and I took a careful look at the calendar when we began planning our family. A July baby meant we would both be off from teaching for the summer. I would be done with my first year as an assistant professor at Minnesota State University Moorhead, and my husband would be a few months away from beginning his own appointment there.

But, as experienced parents know, nurturing responsibilities hardly end at birth. During my pregnancy, my husband and I had to think about how we would care for the baby once classes began in late August. As the fall schedule deadline approached, we weighed our options, studied our contracts' parental leave policy, and sought advice from family and mentors. At last we made our decision. Since my husband was beginning a new job, he would start full-time in the fall. Since I had already spent a year establishing myself, and since I would be breastfeeding our baby, I decided to take unpaid parental leave during the fall semester.

The following essay by Professor Maureen Reed is the first in a series of articles on parental leave policy at American universities and colleges. The series will include Professor Reed's personal experience, the range of policies that currently exist, recommendations for improving parental leave, and information about the Family Medical Leave Act.
The CCWH kicked off its activities at the 2003 AHA annual conference with a board meeting on Thursday, January 2 at the Chicago Hilton. Executive Director Hilda Smith welcomed the group and distributed the meeting’s agenda, as well as information detailing official duties. She recommended that board members submit monthly emails in order to keep her abreast of activities and new developments, and suggested the compilation of a planning calendar for the organization.

Co-Presidents Sue Armitage and Janet Afary reported on two major accomplishments. The CCWH board has been reorganized, and the organization has been granted a provisional tax-exempt status. Membership Chair M. Christine Anderson charted membership patterns over the last several years, and encouraged members to distribute brochures. She also suggested that the CCWH revise membership forms to include gift membership options. Treasurer Marta Vanlandingham gave the financial report (see tables page 9). Outgoing Newsletter Editor Susan Wladaver-Morgan advised incoming editor Karol Weaver and assistant editor Christopher Corley on information to be included in the newsletter and discussed current publishing tasks. Prelinger Committee Chair Margaret (Peggy) Renner announced that the benefactor of the Prelinger A ward has increased the grant from $10,000 to $20,000 (see article on page 9). Janet Afary then read a letter from the A wards Committee Chair Ann LeBar, who wrote that Lisa DiCaprio was awarded the fifth CCWH Prelinger A ward, Tanfer Emin-Tunc received the CCWH/Ida B. Wells Graduate Student Dissertation A ward, and Felice Batlan won the CCWH/Berkshire Conference on Women Historians Dissertation A ward. Finally, the CCWH seeks to increase endowment for the Graduate A wards. Members interested in nurturing the next generation of scholars should contact Treasurer Vanlandingham.

Hilda Smith closed the meeting by encouraging board members to promote and attend the activities of the CCWH at the AHA.
Racing hearts? Sweaty palms? What could it have been? Well, if you were at the AHA and you had an appointment, then it must have been a job interview. No need to have feared. You were prepared. You went to “Interviewing in the Job Market in the Twenty-First Century,” a panel sponsored jointly by the AHA Professional Division, the AHA Committee of Graduate Students, and the CCWH.

Jittery interviewees started to relax as William J. Cronan, vice president of the AHA Professional Division and professor at the University of Wisconsin-Madison, opened the session. Cronan admitted that the job interview is “an alienating process.” He said the major goals of the panel were to demystify the experience and reduce alienation. He suggested humorously that the panel be retitled, “All You Wanted to Know About the Job Process but Were Afraid to Ask.”

Volunteers who agreed to meet with job applicants then introduced themselves, and offered advice on what to do and what not to do during a job interview. Individuals on the job market met with interview veterans. People could choose to “interview” with a public four-year college, research university, private four-year college, the federal government, an archives, a high school, and a museum.

Graduate students, newly minted Ph.D.s, and experienced historians agreed that the panel was a huge success. University of Toronto graduate student Lynne Griffin said she appreciated the chance to “speak openly...with faculty members.” Kathryn R. Lynass, who recently received the doctoral degree from Arizona State University, echoed Griffin’s comments and stated that the panel helped her prepare for her interviews.

Simone Fahid, international coordinator; Angela Hornsby and Francoise N. Hamlin, graduate student representatives; Peggy Renner, CCWH Prelinger Award Committee; Rebecca N edostup, Outreach Coordinator; Karol K. Weaver, Newsletter Editor; and Christopher Corley, Assistant Newsletter Editor, a fary also recognized long-time members of CCWH: Nupur Chaudhuri, Frances Keller, Barb Winslow, and Francoise N. Hamlin. Fahid’s request, and approximately $400.00 was collected. (Update: Money was used to buy a copier.)

The highlight of the luncheon was a presentation given by Margaret Strobel, University of Illinois-Chicago, and Rima Lunin Schultz, University of Illinois-Chicago, who recounted the completion of Writing Women Building Chicago, 1790-1990: A Biographical Dictionary, an award-winning joint project of the Chicago A rea Women’s History Conference and the University of Illinois at Chicago’s Center for Research on Women and Gender. Margaret Strobel briefly talked about the inspiration for the project, its goals, and the organizations that collaborated on the project. She introduced Lunin Schultz, who spoke on the role of women of many different ethnicities and classes who contributed to the development of Chicago in the eighteenth, nineteenth, and twentieth centuries.

If you are interested in donating money (make checks payable to Kabultec) or books (feminist, gender, women’s history books eagerly desired) to the Afghan Women’s Project, please send them to:

Kabultec
PO BOX 2079
Falls Church VA 22042
STATEMENT FROM THE EXECUTIVE DIRECTOR: JENNIFER R. SCANLON

I am enormously pleased and honored to be asked to run for the position of Executive Director of the CCWH. After just over a dozen years in women's history and women's studies, and recently having started in a new academic position, I find that my own professional future looks bright on so many levels. I plan to bring the excitement I feel, along with my years of experience in academic teaching, scholarship and administration, to CCWH as it too both looks ahead with excitement and faces changes in the profession and in the world outside the academy.

I came to the academy as part of a cohort of people who, rather than becoming feminists as academics, came to academics because it seemed a fitting place to practice feminist politics. I left my first discipline, English, because I had few role models in the departments I found myself in or in the work those departments emphasized. I became a historian as much to do political work as to practice history, but the discipline readily drew me in and then claimed me. In the thirteen years since I completed my Ph.D. in women's history at Binghamton University, I have been employed in women’s studies programs, first at Plattsburgh State University and, since the fall of 2002, at Bowdoin College, where I will take over as director of women’s studies in the fall of 2003. I feel that I have successfully met the disciplinary demands of my two fields as well as explored the interdisciplinary spaces between them.

My own work centers primarily on the development and significance of consumer culture in the United States during the twentieth century. Among my books are Inarticulate Longings: The Ladies’ Home Journal, Gender, and the Promises of Consumer Culture, and an edited collection, The Gender and Consumer Culture Reader. I have another edited work, Significant Contemporary American Feminists, and have published widely in feminist pedagogy. I completed a Fulbright fellowship in Trinidad and Tobago and have done some work on the international development of U.S. based advertising agencies in the early twentieth century. One of my current projects is an examination of the relationship between women’s magazines and the feminist movement of the 1970s and 1980s. My work lends itself to interdisciplinary exchanges, and I hope to see the CCWH sponsor interdisciplinary as well as transnational exchanges in our AHA and Berkshire conference sessions as well as in our support of public history.

I also hope, as Executive Director of CCWH, to strengthen links with our affiliates and encourage further dialogue among women historians in and outside of the academy about our work, the profession, and the worlds we live in. As I write this, war seems imminent. I listen to airplanes taking off and landing at our local naval airbase and wonder what further role I can play in my local community to respond. I also wonder about our community, the professional community that, importantly, includes CCWH. I would like to see us sponsor dialogues in which we consider our roles as public intellectuals, activists, citizens. In these and other discussions I hope to work with my colleagues in CCWH to engage with those women who hope to enter the profession, those who feel they are on the fringes of the profession, those who feel shut out of the profession, those who consciously continue to define the profession.

The CCWH provides us with a rich legacy, and I am honored to help further that legacy by working with the co-presidents, the many committee chairs, the graduate student coordinators, and the loyal past presidents. The organization is what it is because of the hard work and dedication of so many women who claimed a place in the AHA and OAH, who initiated significant awards for scholars, who keep the discussions of why history matters alive through disciplinary, interdisciplinary, regional, national, and transnational networks of which CCWH is one link. I am enormously pleased to take a leadership role in CCWH as we move into the new century. I will do what I can to further this work by claiming the significance of women historians in the schools, colleges and universities; in public sites across the country; and in the harder to reach but no less exciting spaces where women both document and make history.

IMPACT ON HISTORY COURSES DURING AND AFTER 9-11: A CCWH-Sponsored Panel at the AHA

The CCWH, along with the AHA Teaching Division, sponsored a session entitled, “Impact on History Courses During and After 9-11,” on Friday, January 3 at the AHA Annual Conference. The session, organized by former CCWH President Nupur Chaudhuri, featured three presentations about how the events impacted their students and about how their teaching has changed since the terrible events. Approximately thirty people—graduate students and professors alike—attended the session.

In the first presentation, Dr. Maruene Murphy Nutting (North Seattle Community College and Council Member of the AHA's Professional Division) explained that she found herself teaching around the subject in the months after the attacks, not wanting to face similar situations and related events in the past, because the events were simply too close for her and her students. In her paper, “Impact of 9-11 on Teaching Content, Perspective, and Pedagogy of World Civilizations and American History in a Community College,” she described her slow transition toward incorporating issues related to 9-11 in her courses. She gradually included more emphasis on the place of the United States in world history and on reactions to terrible and tragic events at other times in world and American history. Nutting also described her students’ participation in the NEH-sponsored “Faces of America: Photographs and Memory” project, where community-college students from across the United States composed family (continued on page 8)
GENDER, MEDICINE, AND THE STATE: A CCWH-SPONSORED PANEL AT THE AHA
BY KAROL K. WEAVER

The Coordinating Council for Women in History co-sponsored a panel with the American Historical Association titled, “Gender, Medicine, and the State.” One of the goals of the panel was to explore the relationship between gender and medicine, and the role that this relationship played in state building. The participants sought to understand whether and how the cultural construction of femininity and masculinity informed medical theory and practice, including representations of the body, acceptable hygiene habits, and the promotion of public health.

A assistant Professor of History of the Biological Sciences and Medicine at Purdue University and CCWH Newsletter Editor Karol K. Weaver presented a paper entitled, “The King’s Midwives: The 1764 Midwifery Expedition to Saint Domingue and Why It Failed.” She considered how the creation of a Creole political identity assisted male physicians in their bid to become the organized providers of midwifery in eighteenth-century Saint Domingue. By involving a distinctive medical presence, emphasizing acceptance of professional mores, and focusing on expected gender roles, the medical men of Saint Domingue fought against the 1764 midwifery expedition and doomed it to failure.

Richard C. Keller, Assistant Professor of History of Medicine at the University of Wisconsin-Madison gave a dynamic talk entitled, “Building a Biocracy: Gender, Colonialism, and Mental Hygiene in French Algeria.” Utilizing excellent visual sources and referencing interesting case studies of “colonial madness,” Keller described the efforts of Algerian mental health professionals to construct a “biocracy” in the colony. The “biocracy” joined science with social reform in the treatment of psychiatric illness. Keller characterized the partnering of science with social work as a two-pronged, gendered approach with the goal of shaping a model European settler community. Female social workers intervened in social and domestic settings, while male psychiatrists dealt with acute cases of mental illness in psychiatric hospitals.

A assistant Professor of Chinese History at Purdue University and CCWH Outreach Coordinator Rebecca Nedostup’s paper, “The Gender of Superstition: Medicine, Magic and the Chinese Nationalist State,” examined efforts by the Nationalist Party in China to rid the nation of “superstition,” embodied in spirit mediums and other female popular healers, while simultaneously promoting a new vision of womanhood and a biomedically-based public health system. By positing folk practice as irredeemably opposed to scientific rationalism, the Nationalists undermined their own efforts to create new, healthy, and public-minded citizens.

PARENTAL LEAVE, CONTINUED FROM PAGE 1

women in the past. Thanks to the Family Medical Leave Act, my medical benefits would continue for twelve weeks; thanks to a strong union contract, my child and I would be covered under my husband’s benefits until I returned to work.

Still, I worried about my decision, especially since I soon found that no professors at my university seemed to have taken official parental leave before me. Would my colleagues and administrators see my decision to stay home with Eamon as a lack of commitment to my career? And if my union and administration really did care about the rights of parents, why would my leave be unpaid, and why would my benefits only be extended for twelve weeks, when the semester lasted sixteen? Would the union be there to back me up, should I need it, when it came time to apply for tenure?

Also, I worried about how the decision reflected on me as a feminist. Many co-workers congratulated me on my decision to take leave, saying “you’ll be so glad you did it” in hushed tones, as if they feared being viewed as uncommitted themselves. For a while, I responded by explaining why my husband wasn’t taking leave instead, and I spoke of my plans to use my time at home to work on my book manuscript. Eventually I just smiled and accepted people’s congratulations.

Such uncertainties have led me to see that while the academic workplace “talks the talk” when it comes to the need for parental leave, it has yet to face the realities of how parenthood impacts professorial careers. The small amount of compensation I received from my employer after Eamon’s birth came from the “sick days” I chose to use and the voluntary short-term disability insurance policy I had invested in. Childbirth is not a “sickness” and parenting a newborn is not a “disability,” but my university, and many other workplaces, does not plan to correct such misnomers anytime soon.

As many young professors would, I dealt with this ambiguity by overcompensating. I attended every department meeting during my leave. During Eamon’s first few months, amid sleepless nights and days when taking a shower was a huge accomplishment, I agonized because my book manuscript was not progressing more quickly. But somewhere amidst this chaos, I recognized that the work I was doing taking care of my child was more important to me than what I was missing at the university. When the time came to schedule spring classes, I requested, and received, a part-time appointment. This has made it possible for my husband and me, with the help of a babysitter and a close commute, to share in taking care of Eamon and leading professional lives.

Perhaps there is no “typical” experience when it comes to parental leave, especially for academics. And perhaps a system based on individual needs and negotiations is preferable to a cookie-cutter approach. Still, no one should have to approach the question of parental leave feeling as isolated and vulnerable as I did.

It is my hope that the articles following this one will promote better awareness of legal rights and existing policies on the part of this organization, which no doubt includes many present and future parents as well as those who study the history of this issue. We have an obligation, as well as a vested interest, in advocating parental leave policies that not only benefit from our knowledge of the past, but also shape the future of our profession.
**CCWH-PRELINGER AWARD TO LISA DICAPRIO**

The Coordinating Council for Women in History is pleased to announce that Lisa DiCaprio has been awarded the fifth CCWH-Prelinger Award of $20,000. DiCaprio is presently teaching at the City College Center for Worker Education, City University of New York.

DiCaprio's research focuses on the roles that women have played at the Nuremberg War Crimes Tribunal, the International Criminal Tribunal for the former Yugoslavia at The Hague (ICTY), and in the formation of the International Criminal Court (ICC). She explores the transformation of international justice resulting from increasing numbers of female attorneys devoting their professional talents to the search for truth and justice, women's leading roles in non-governmental organizations, and women's participation in various non-governmental organizations in Bosnia, Paris, and London. These activists, and their counterparts in other European countries and the United States, are part of an international campaign for justice for Srebrenica.

Dr. DiCaprio completed her Ph.D. in European and Women's History at Rutgers University in 1996. Her book manuscript, *Womens First Welfare State*, explores women's relationship to the origins of modern welfare in France. She has published research on this work in *Social Politics*, an international journal of social welfare, and the *Journal of Modern History*. She is the co-editor with Merry Wiesman of *Lives and Voices: Sources in European Women's History*, (Houghton Mifflin, 2001), a sourcebook that includes a wide range of materials from ancient Mesopotamia to contemporary women's issues in the United Nations. Her work in *Lives and Voices* focuses on the French Revolution to the present on topics concerning women and work, politics, culture, colonialism, multi-culturalism in Europe, post-communist Eastern Europe, and international affairs.

DiCaprio's interests in history have been shaped by her academic work at Rutgers, her teaching experiences at Smith College, Queens College, and the City College Center for Worker Education, City University of New York, and by her work as a labor organizer. Following graduation from high school DiCaprio advocated for women in the labor force. She organized women in offices, factories, and the construction trades. She was accepted into the Brotherhood of Carpenters and Joiners and co-founded Chicago Women in Trades. Her publication record began in this field.

DiCaprio is also deeply devoted to teaching and has taught a variety of European and world history courses, including courses on European women's history. In 1998, she developed the first in a series of courses on women and human rights that she taught at the City College Center for Worker Education. These courses inspired the current research project that she plans to publish.

For their encouragement and support for her work, DiCaprio would like to thank the anonymous donor of the CCWH-Catherine Prelinger Award, Bonnie Smith, my dissertation advisor at Rutgers University, Harriet Alonso, Renate Bridenthal, John Gillis, and Sarah Hanley.

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**GOOD NEWS FROM PEGGY RENNER**

I am pleased to report two exciting pieces of information regarding the CCWH/Catherine Prelinger Award. First, the donor has agreed to fund the award beyond the original five years. Funds have been received and announcements have gone out to invite applications for the sixth annual award.

The second announcement is even more exciting. The donor has decided to increase the award to twenty thousand dollars ($20,000.00). According to our liaison, the donor has carefully considered the costs of historical scholarship and the costs of living and felt that the former amount ($10,000) was not adequate.

On behalf of the members of CCWH and the winners of the award, I would like to thank the donor once again for the financial support that has made this award possible. I would also like to thank the liaison for the time and energy he has given to maintaining communications with the donor and bringing CCWH such wonderful news.

As the chair of the committee, I have had the privilege of communicating with the winners of the Prelinger Award and I know that each of them has been deeply touched by the recognition that this award gives to the non-traditional scholar and the true value that the financial support has provided.
In this issue’s Public History News, our theme is intersections between public and environmental historians. The ways in which public and environmental history overlap will be the subject of the 2004 Annual Meeting of the National Council on Public History in Victoria, British Columbia; meeting jointly with the American Society for Environmental History, the conference theme will be “Cultural Places and Natural Spaces: Memory, History, and Landscape.” The conference will be held at the Fairmont Empress in Victoria, from March 31 to April 4, 2004. The call for papers (proposals due April 15th) can be found on the website for the NCPH at www.ncph.org. I heartily encourage those of you with interests in public history, environmental history, or both, to consider proposing a session at what promises to be an exciting meeting of disciplines. Meanwhile, for a glimpse into one such project, CCWH Committee on Public History member Bev Schwartzberg contributes this brief profile of a collaborative effort unfolding on the campus of the University of California, Santa Barbara.

Preservation and “Restoration”

As public historians who work with structures can tell you, there are important differences between the words preservation, restoration, and renovation. A new project on the California coast, however, explores even broader implications of definitions that cross disciplines. Restoration, in particular, means different things to historians and biologists.

The project began out of concern for a crumbling structure: A remaining barn from a 1920s era “showplace ranch” is probably the oldest building on the campus of the University of California, Santa Barbara. Once used by the university’s horse riding program, the barn was closed down because of earthquake damage and has been suffering neglect.

The barn is situated on the University’s West Campus, a site with many and sometimes conflicting uses. The largest portion of the coastal site, which contains a saltwater slough, bluffs, and beaches, is a natural preserve maintained by the university as a study site. Also on the site are faculty housing, the horse program, the university day care programs, and other institutional structures. A smaller portion of the area is owned by a private school serving the developmentally disabled.

Dr. Anita Guerrini, who teaches history of science, and Dr. Jenny Dugan, a marine biologist, are residents of the West Campus area. Dugan, an avid horsewoman, was concerned with the condition of the barn, and enlisted Guerrini, who also serves on the Coal Oil Point management committee, which is creating a land use plan for the overall site. They applied to two UCSB intramural funding programs—the Pearl Chase historic preservation fund, and the Research Across Disciplines project—and received grants to investigate the history of the site.

The research project has taken shape and expanded over the past year. A community meeting of interested residents and professionals introduced researchers to others concerned about the history of the area. In early 2002, a graduate student, Stephen Cory, and I researched maps, aerial photographs, and documents about the human history of the site. Guerrini and I also supervised two undergraduate interns taking a public history practicum class offered by another public history graduate student, Anne Petersen. The two students, Cambria Bowers and Kate Horwick, discovered a cache of previously unknown surveyor’s maps of the property created by an early ranch manager.

During the spring of 2003, public history Ph.D. student Katie Wollan will undertake a historic structures report for the barn, creating measured drawings and assessing the condition of the wooden building. Wollan is an experienced architectural historian and cultural resources management professional. Other researchers will interpret the historical maps and carry out additional oral histories about land uses at the site.

Given the interests of the lead researchers, the discussions of the barn’s history inevitably led to discussions of the politics of restoration. Many of the university’s land sites are undergoing “biological restoration,” which attempts to restore native plants and create habitats friendly to native species. Yet it was clear that the meaning of the past was quite different to historians, who view a broad sweep of change over time, and restoration biologists, who wish to re-establish ecosystems that, if not static, are not ruled by dynamic change either. The conversations about environmental ethics have led to more curiosity, more interdisciplinary explorations, and additional projects proposed to the NEH and the NSF. The project staff has undertaken cross-disciplinary readings in history of science, cultural landscape preservation, historical memory, environmental ethics, and environmental history in thinking about a broader project that will include historical source materials and biological data along with writings from scholars from a number of disciplines in an anthology, web site, and CD-ROM end product. The list of potential contributors include an independent historical scholar who regularly contracts with the Army Corps of Engineers, a political scientist, a California archaeologist, and a local public historian as well as the project leaders, who specialize in marine and coastal biology and in the history of biological science. The project provides a means of connecting individuals on the same campus who work on closely related issues but are normally separated by disciplinary and departmental boundaries.

Bev Schwartzberg is a recent UCSB Ph.D. in public history who is a cultural resources and museum consultant in the Santa Barbara area.
M E E T T H E  E D I T O R I A L  T E A M

Newsletter Editor Karol K. Weaver is an Assistant Professor of History and the History of Biological Sciences and Medicine at Purdue University. She teaches courses in the history of medicine, biology, and gender and science. She is working on a book-length manuscript on the history of enslaved healers in eighteenth-century Saint Domingue. She welcomes any questions, comments, or suggestions about the CCWH newsletter.

Assistant Editor Chris Corley is an Assistant Professor of History and Affiliated Faculty of Women's Studies at Minnesota State University Moorhead, Minnesota. He teaches courses in medieval and early modern European history and in women's and family history. He is working on a book-length manuscript on family relationships and the law in early modern Burgundy, and he is currently teaching three undergraduates how to read and analyze eighteenth-century orphanage records from Dijon through a special-initiative teaching grant at MSUM. Chris is excited to assist Karol, and to help her to meet the membership's expectations for an interesting, informative, and timely newsletter.

Adrianne Renberg is a fourth-year undergraduate student at Purdue University in the Asian Studies program. She is excited to join the CCWH as an assistant to board members Karol Weaver, Rebecca Nedostup, and Marta VanLandingham. She plans to go on to graduate school to study Japanese history, and is thankful for the opportunity to work with the CCWH.

9-11, CONTINUED FROM PAGE 4

histories. Some of Nutting's students were immigrants themselves and had families that lived in central Asia. These photographic collections helped connect their personal stories to the larger themes developed in her classes.

Dr. Chaudhuri (Texas Southern University) explained in her paper, "Teaching World Civilizations during and after 9/11," how she introduced changes in her world civilizations courses after 9-11 based on student interest in Afghanistan and her own research interests in colonialism and postcolonialism. In response to student questions, Chaudhuri emphasized the history of central Asia more in her post 9-11 courses than she ever had before. She included more lectures on the Mongols, on Islamic religious and political history, and on the British Northwestern frontier in the eighteenth and nineteenth centuries.

In another presentation, former CCWH officer Dr. Barbara W inslow (Brooklyn College, CUNY) recounted in gripping detail the experiences of her students who were working as student teachers in September of 2001. W inslow advises student teachers and teaching fellows (nontraditional students moving into teaching careers). In W inslow's paper, "The Teachable Moment: Teaching Teachers in the New York City Public Schools during and after 9-11," she explained that student-teachers in the semesters after 9-11 realized that they were a part of history, and that they could make connections between their students and the past because their entire community felt close to history, at least for a while. Student teachers also understood the importance of social studies first hand – in terms of its relation to civic activism and citizen participation – and they saw it in practice in the months after 9-11. Lastly, W inslow recounted how the energy created by the attacks had waned in recent months, and that new debates over the curriculum, particularly about how the events and context of 9-11 should be taught, have emerged.

S Y L L A B U S  S P O T L I G H T

The editorial team of the CCWH Newsletter welcomes submissions of syllabi concerned with the history of women and gender history. In the June issue of the newsletter, we will spotlight an innovative and intriguing syllabus. If you are interested in sharing a syllabus with the members of the CCWH, please send three copies of your syllabus, brief statement on the objectives of your course, and any other information that you think is relevant to Karol W eaver, CCWH Newsletter editor by May 1, 2003.

K arol W eaver, Department of History
Purdue University
108 University Hall
672 Oval Drive
West Lafayette, IN 47907-2087
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<td>Luncheon tickets sold (22 X $35 each, approx.)</td>
<td>770.00</td>
<td></td>
</tr>
<tr>
<td>Luncheon catering (approx, for 30)</td>
<td>1,200.00</td>
<td></td>
</tr>
<tr>
<td>Printing of luncheon tickets</td>
<td>27.50</td>
<td></td>
</tr>
<tr>
<td>Reception catering (approx)</td>
<td>813.00</td>
<td></td>
</tr>
<tr>
<td>Poster table</td>
<td></td>
<td>$4,869.92</td>
</tr>
</tbody>
</table>

Graduate Fund:

<table>
<thead>
<tr>
<th>Income</th>
<th>Expense</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial deposit (forwarded from R. Moss)</td>
<td>$10,376.77</td>
<td></td>
</tr>
<tr>
<td>Donations from members (inc. royalties from J. Bennet’s Singlewomen in the European Past)</td>
<td>97.88</td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td>Banking costs (checks)</td>
<td>$18.30</td>
</tr>
<tr>
<td>CCWH Berkshire Conference on Women</td>
<td>1,000.00</td>
<td></td>
</tr>
<tr>
<td>Historians Award (to Felice Batlan)</td>
<td>500.00</td>
<td></td>
</tr>
<tr>
<td>CCWH/ Ida B. Wells Graduate Student Award (to Tanfer Emin-Tunc)</td>
<td>500.00</td>
<td></td>
</tr>
</tbody>
</table>

Total: $4,869.92

Prelinger Fund:

<table>
<thead>
<tr>
<th>Income</th>
<th>Expense</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial deposit (forwarded from R. Moss)</td>
<td>$460.00</td>
<td></td>
</tr>
<tr>
<td>Donations from members</td>
<td>Banking costs (checks, service charges)</td>
<td>$34.30</td>
</tr>
<tr>
<td>Interest</td>
<td>Mailing costs for award check (registered)</td>
<td>19.47</td>
</tr>
<tr>
<td>Catherine Prelinger Non-Traditional Scholar Award (to Lisa DiCaprio)</td>
<td>10,000.00</td>
<td></td>
</tr>
</tbody>
</table>

Total: $457.89
CALL FOR PAPERS
WOMEN AND
CONFLICT:
HISTORICAL
PERSPECTIVES
Saturday and Sunday, October
11-12, 2003
University of California,
Santa Barbara
UCSB’s First Annual Graduate
Student Conference, entitled “Women and Conflict,” invites individual interdisci-
plinary paper proposals in women or gender studies that address the conference theme from a historical perspec-
tive. Studies of conflict could include but not be limited to domestic, political, social,
cultural, trans-regional, and ideological themes. The Program Committee espe-
cially welcomes papers that break boundaries of time, place, disciplines, and meth-
adology. We aim to bring together graduate students and faculty who are thinking
about women’s and gender history from trans-regional and comparative perspectives. Faculty wishing to
serve as chairs or commenta-
tors should email the Confer-
ence Committee with their
area of expertise. The Key-
note Speaker will be UCSB
alumna, Professor Angela
Woolcott of Case Western
Reserve University. We aim
to house graduate student
participants free of charge.

Paper proposals must be re-
ceived via email attachments
in Microsoft Word or snail
mail by April 1, 2003 and must include:
1. Cover letter with the name,
address, phone number, email
address, and institutional af-
filiation. (Panelist must be
enrolled in a graduate pro-
gram on the conference date);
2. One-page abstract of the
paper;
3. One-page curriculum vitae
Mail proposals to:
Womenc and Conflict: Historical
Perspectives
Department of History
University of California
Santa Barbara, California
93106

Email proposals to:
U.S.-related papers: Alexandra Epstein:
ae0@umail.ucsb.edu; Modern
Non-U.S. papers: Sandra
Dawson: sdrm@umail.ucsb.edu;
Ancient, Medieval, and Early-
Modem-related papers: Katie
Sjursen: sjursen@umail.ucsb.edu
UCSB’s History Department
offers a Ph.D. in Women’s
History. See: http:
www.history.ucsb.edu or call
805-893-2991.

BLACK WOMEN’S
STUDIES AND THE
ACADEMY
Thursday, February 27 – Sat-
urday, March 1, 2003
Presented by the Purdue Uni-
versity Black Cultural Center
The symposium will provide an
opportunity for scholars, fac-
culty, students, professionals,
and other researchers to trace
the development of Black
women’s studies as a discipline;
discuss theory, pedagogy, and
epistemology as related to the
study of Black women; and
consider issues of institutional-
ization and canonization. The
symposium will also provide a
forum for scholars to consider
critical issues facing Black
women and explore possibilities
of collective research agenda
toward effecting positive social
change.

Confirmed speakers include:
Dolores P. Aldridge (Emory
University), Darlene Clark
Hine (Michigan State Univer-
sity), Valerie Lee (Ohio State
University), Obioma G.
Nnaemeka (Indiana University,
IU PUI), and Jessie Carney
Smith (Fisk University).

For additional information
contact BCC Librarian Dorothy
Ann W Washington, Coordinator,
(765) 494-3093 or
dwashin2@purdue.edu.

SOCIETY FOR
HISTORIANS OF
THE EARLY AMERICAN
REPUBLIC
SHEAR (Society for Historians
of the Early American Repub-
lic) is having its annual confer-
ence in July at the Ohio State
University in Columbus.
For details on the conference see:
http://www.sla.purdue.edu/
academic/hist/er/

BILOGUES, WOMEN IN
HISTORY
Biologues is a dynamic pro-
gram consisting of selected
monologues from women in
history. Each “biologue” is
approximately ten minutes
long, and over 35 characters
are available for portrayal by
Melissa Stevenson, who ap-
ppears in appropriate costume
and gives brief, first-person
monologues. Custom programs
or characters for full day or
multiple day events at a
school or any gathering of
people interested in history
are also available. For book-
ings or more information,
contact Melissa Stevenson
at:
timostevenson@prodigy.net
or visit http://
pages.prodigy.net/
timostevenson.

THE CULTURE OF
GENDER AND
SEXUALITY IN THE
CARIBBEAN
In April of this year, the Uni-
versity Press of Florida will
publish a collection of essays
titled, The Culture of Gender
and Sexuality in the Carib-
bean, Linden F. Lewis
(sociologist, Bucknell Univer-
sity), editor. With articles
from scholars whose works
focus on the British, Danish,
French, and Spanish Carib-
bean from the sixteenth cen-
tury to the present, the an-
thology as a whole under-
scores the dynamics of simi-
larity and difference in the
construction of gender sys-
tems from island to island,
period to period, and disci-
pline to discipline.
**Fellowships, Grants, and Prizes**

**THE CCWH CATHERINE PRELINGER AWARD**
The Coordinating Council for Women in History will award the CCWH Catherine Prelinger Award of $20,000 by July 1, 2003 to a scholar who meets the highest standards of excellence, has earned the Ph.D. or is ABD, but has not followed the traditional academic path of uninterrupted study, moving from secondary, then undergraduate, and graduate degrees leading to a tenure-track faculty position. Although the recipient’s degrees do not have to be in history, the recipient’s work should clearly be historical in nature. In accordance with the general goals of the CCWH, the award is intended to recognize or to enhance the ability of the recipient to contribute significantly to women in history, whether in the profession in the present or in the study of women in the past. It is not intended that there be any significant restrictions placed on how a given recipient shall spend the award as long as it advances the recipient’s scholarship goals and purposes. All recipients will be required to submit a final paper to the CCWH on how the award was used and summarizing the recipient’s work as long as it advances the recipient’s scholarship goals and purposes. All recipients will be required to submit a final paper to the CCWH on how the award was used and summarizing the recipient’s work as long as it advances the recipient’s scholarship goals and purposes.

Awards must be used and summarizing the recipient’s work as long as it advances the recipient’s scholarship goals and purposes.

**SAWH PUBLICATION PRIZES**
The Southern Association for Women Historians invites submissions for its annual publication prizes. To be eligible, entries must be written in English, but the competition is not restricted to works published in the U.S.

*Books* - The Julia Cherry Spruill Prize for $750 is awarded for the best published book in southern women’s history. The Willie Lee Rose Prize of $750 is awarded for the best book in southern history authored by a woman (or women). For both of these prizes, only monographs are eligible. Books with a copyright date of 2002 are eligible for both the Spruill and/or Rose prizes.

*Awards* - The American Historical Association (in collaboration with Columbia University Press) and funded by a generous grant from Andrew W. Mellon Foundation. Every entry must be accompanied by the author’s c.v. and a letter of nomination from the department chair or research adviser describing the particular merits of the dissertation. Candidates may also nominate themselves; in such cases a letter of endorsement from the research adviser must also be sent.

Six prizes are offered, of which one is reserved for a dissertation of first book manuscript by an independent, public, or part-time scholar (that is, a historian who does not have a full-time employment or institution that supports research). The other five are open to scholars who successfully defended their dissertations between January 1, 2000, and August 15, 2003.

Each prize consists of online publication of the winning manuscript by Columbia University Press and a $20,000 fellowship for revision of the manuscript. Winners will also receive technical assistance through workshops.

The submission deadline is September 1, 2003. For details, visit http://www.theaha.org/prizes/gutenberg.

**BUTCHER SCHOLAR AWARD ANNOUNCEMENT**
The Autry Museum of Western Heritage seeks applicants for the Butcher Scholar Award. Established in 2001 by the W. E. Butcher Scholar Award, each year, the Butcher Scholar Award honors the vision, leadership, and generosity of Jane and Charlie Butcher. Each year, this award supports the work of a promising scholar whose project demonstrates innovation and creativity and whose product enhances a current museum initiative. The stipend will be up to $50,000 depending on the scope of the project. The results of the Butcher Scholar’s work are then featured in a public program at the Autry Museum and showcased on the Women of the West website.

In 2003, the Butcher Scholar focus will be on “Myths and Histories of Western American Women.” We invite applicants to submit proposals for projects that explore the relationships between the experiences, stories, and memories of women in the American West. We are especially interested in projects that examine the interwoven aspects of myth and history, that speak to the diversity of women in the West, and that use historical themes to provide a greater understanding of contemporary issues. The museums will work with the scholar to create and implement a community outreach component that enhances its public impact. In addition, the scholar will be asked to make a presentation at the Autry Western History Workshop during the 2003-2004 academic year.

Applications should include:
- Project description. Provide a detailed description of your proposed project, including focus, work plan, relevance to public audiences, final product(s), and timeline. (This project narrative should be no more than three pages, single spaced, on 8 ½ x 11 inch paper.)
- Resume. Describe your qualifications in a resume that is no more than two pages. Include information about previous experiences, scholarly explorations, or interests relevant to your project.
- Two letters of recommendation from persons whose experience with your work will be informative to the museums about your qualifications to design and complete your proposed project. These individuals should send their letters directly to the museum by the application deadline date of March 31, 2003.

**SAWH EXECUTIVE SECRETARY**
Send your application to: Butcher Scholar Award, Autry Institute for the Study of the American West, P.O. Box 4700, Los Angeles, CA 90027-1462.
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International Museum of Women
Jeanne McDonnell, Executive Director
870 Market St. #547
San Francisco, CA 94102
415-433-3026
CCWH MEMBERSHIP FORM

______new membership  ____membership renewal  ____gift membership

Name:_____________________________________________________________________________________________________

Mailing address:________________________________________________________________-----------------------------------------------------------------------------------
___________________________________________________________________________________________________________

Telephone:______________________Email address:_______________________________________________________________

Current position and institutional affiliation:___________________________________________________________________________________________________________________

Research and professional fields:_______________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________

Dues                      Income                      Donations and Purchases

__ $10  student or annual earning of $10,000   ___History for CCWH/CGWH ($5.00)
__ $15 $10,000-29,999 or retiree  ___National History Day Prize
__ $30 $30,000-39,999
__ $40 $40,000-49,000
__ $50 $50,000+

$________  TOTAL  PLEASE MAKE CHECKS PAYABLE TO CCWH

PLEASE WRITE SEPARATE CHECKS PAYABLE TO THESE INDIVIDUAL FUNDS:

___Graduate Student Fund $___________
___Catherine Prelinger Award Fund $_________

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