



CCWH

The Coordinating Council for Women in History

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Past Due?

Susan Wladaver-Morgan

In this, my final message as co-president of the CCWH, I would like to review how well the CCWH and I have met our goals, as well as consider possible prospects for the future. This also offers the perfect opportunity to thank several of the people who have accompanied me on this journey: Sandra Dawson, our dauntless Executive Director; co-presidents Barbara Ramusack and Rachel G. Fuchs; treasurer Kathleen Nutter; longtime newsletter editor Brittany Ferry; fundraising chair Nupur Chaudhuri; graduate student representatives Camesha Scruggs and Melissa Johnson (with whom I shared a panel on mentoring), Beth Hessel, and Erin McCullugh; and all the wonderful people who have served on committees, reached out to our affiliates, managed our website, and so much more. It has been an honor and a privilege to work with you.

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I went back to my candidate statement to see what I had proposed. In it I reflected both on how far organizations like the CCWH have come since their founding in the 1960s and 1970s, but also considered two prob-

“Women and people of color definitely do have a history. . . We owe these people a past that includes them.”

lems at which we could do better. The first had to do with women's marginalization in the profession, the structural and invisible barriers that keep women historians from the highest levels, and especially the growing problem of contingent (or adjunct) labor. I am very pleased to report that the CCWH has consistently addressed these problems not only in the pages of our newsletter but also in numerous panels at professional meetings of organizations like the AHA and the Western Association of Women Historians, where we discussed mentoring at every stage of professional life, the supportive role of organizations of women historians, the need to integrate the history of women into the larger historical narrative, and the

growing lack of job security and professional respect endured by contingent faculty. We have coordinated with the AHA in particular to bring these issues into greater prominence, and we have ensured that the AHA's only prize for the history of women and gender, the Joan Kelly Prize, remains in good financial shape. Even now, thanks to the good offices of my co-president Rachel Fuchs, we are gathering more information on the actual conditions faced by contingent faculty, the better to achieve workable solutions.

The second area I addressed had to do with fulfilling the first word of our organization's name—coordinating—and we have made progress, though not as much as I would like. We have committed to welcoming representatives of our many affiliated organizations at our executive board meetings at the AHA, even giving those representatives a free membership for a year. We continue to offer our affiliates a sort of second chance to get on the AHA program via CCWH co-sponsored sessions that list the affiliates' names in the printed program (a commitment that has become more costly this year as the AHA has decided to charge the CCWH \$250 for each co-sponsored session). We have also worked to publicize our affiliates in the conference programs of the Pacific Coast Branch, the WAWH, and other organizations. We have collaborated with some of our affiliates to sponsor a reception at the AHA, whereby the organizations that contribute to sponsoring the reception get official recognition. (There's still time to get YOUR organization recognized—all donations gratefully accepted!)

One thing that has hampered our efforts at coordination is that our affiliates, like the CCWH itself, are staffed almost entirely by volunteers who have numerous other responsibilities. For instance, designating a representative to the CCWH can mean yet one more slot for our affiliates' boards to fill, and such requests can easily slide lower in the pile of tasks, as can requests for donations and so on. For that reason, CCWH's Executive Director Sandra Dawson and I did a little brainstorming at the Washington AHA and the Toronto Berks to come up with something that the CCWH and our affiliates could offer to members and prospective members as "value added."

We came up with the idea of an online, open-access journal—an idea that partly grew out of an editors' breakfast meeting at the Washington AHA about the utility, problems, and benefits of such journals. The editors at that breakfast agreed that, so long as open-access journals maintained the same scholarly standards as other journals, in terms of peer review and rigorous editing, they represent a valuable and respected means of bringing scholarship to a wider public, and that this trend would likely continue to grow. Still, if anyone could access its contents, how could an open-access journal work as a membership benefit? Here's our thought: anyone would be able to read the articles, reviews, think pieces, and so on that such a journal could publish—no need to go through JSTOR or other intermediaries. BUT only members of the CCWH and its official affiliates could publish in our own peer-reviewed journal, which would provide an incentive to keep memberships current.

We even came up with a name for this journal: *PAST DUE*. The name strikes us as apt in two ways. First, it ponders the purpose of studying history and the concept of a usable past. Many of us grew up and even completed our undergraduate studies in a time when most historians still believed that women and people

of color didn't have a history worth considering, unless they somehow made trouble for the people who had a real history (like perhaps Nat Turner or Margaret Sanger). But, as growing numbers of women scholars have been demonstrating for at least 50 years, women and people of color definitely do have a history. To paraphrase Walt Whitman, "I am the woman, I suffered, I was there." We owe these people a past that includes them. We also owe such a past to present and future students who too rarely see themselves in the historical record. It is their due—and our own.

Second, such a past is actually overdue, long past due, because, despite decades of brilliant research and theoretical insights about women and gender, these findings and insights too rarely influence the work and even the thinking of respected scholars (see, for one example, the recent interview with James McPherson in the *New York Times Book Review*). And, despite journals that focus on women and gender and the slowly growing inclusion of gender analysis in other venues, women and gender often remain marginalized on the fringes of "real history."

So would *PAST DUE* focus solely on women and gender? Not really. As we see it, articles would simply need to take issues of gender into account, the way class and race routinely are. Such an approach would not preclude work by members who study a vast range of subjects but would better integrate gender into historical analysis. Of course, to have professional legitimacy, our journal would need to have a respected editorial board and use double-blind reviews. That in turn means that we would need ed. board members and referees in a variety of fields—more opportunities to participate actively beyond our individual institutions and regional organizations. And I have offered to serve as editor in the initial stages (for the record, I recently retired as associate editor of the *Pacific Historical Review* after nearly 18 years).

These ideas are still in the planning stage, and we would welcome feedback and suggestions from CCWH members and from our affiliates; please send your comments to me at swladamor2@gmail.com. Would such a journal be useful to you and your colleagues? How long should articles be? Would you be willing to serve as an editorial board member, book reviewer, or article referee? We hope you will find this prospect as intriguing and promising as we do and will join with us in making *PAST DUE* a reality.

Executive Director Notes

Sandra Trudgen Dawson

Dear Members,

It is time to renew your membership for 2015! You should have received an e-mail invitation to renew your membership online at www.theccwh.org by credit card or PayPal account, or by downloading the membership form and mailing your renewal to Kathleen Nutter, Sophia Smith Collection, Smith College, 7 Neilson Way, Northampton, MA 01063. Our goal for 2014 is to have 100% of members renew before the deadline on 31 De-

ember! I am also asking those who can give to donate \$25, \$50, or \$100 to the Catherine Prelinger Award. This is a very generous award (\$20,000) that until now has been funded by an anonymous donor. We want to show our appreciation to the anonymous donor by raising funds for this award to ensure that it continues. Please help us as you can.

The AHA is almost upon us. It is early, 2-5 January 2015 (Friday to Monday), and in a wonderful city, New York. We have a number of events planned. Our first panel is the Adjunct Problem. For those of us who have been adjuncts or low-paid part-time labor, this will be an interesting conversation. The Business Meeting will follow this panel. Please come to the Business Meeting to hear about the exciting things the Executive Board has planned for 2015. This is your organization and this is your chance to speak up and let the EB know what you want!

Our Awards Luncheon will take place on Sunday, 4 January. This is a wonderful event that acknowledges some of the cutting-edge scholarship that comes from the CCWH. Our keynote speaker, Barbara Winslow of Brooklyn College, City University of New York, will speak on a timely topic in “A Catalyst for Change—the Shirley Chisolm Project of Brooklyn Women’s Activism: Social Justice In and Outside the Academy.” The cost of the luncheon tickets is \$40 and you can buy the tickets through the AHA during registration or by contacting me at execdir@theccwh.org. If you are in the New York area or if you plan to attend the AHA please come and hear Barbara Winslow and celebrate with our award winners!

This year we say goodbye to Susan Wladaver Morgan as Co-President. It has been a pleasure and an honor to serve the CCWH with Susan. We will miss her enthusiasm and skills but we hope to keep her active in the CCWH as editor of our new, online, peer-reviewed, open-access journal. Susan brings her experience and her skills to this project and we look forward to the first edition!

Please vote! In this issue we have a candidate statement from May Ann Villareal. Please read it carefully and vote for her or for someone else you believe should be the next co-president of the CCWH. This is your organization—speak!! E-mail your vote to me at execdir@theccwh.org or mail to Sandra Dawson, 607 Emanuel Lane, Sycamore, IL 60178 by 31 December 2014.

AHA 2015 Schedule

Friday, January 2

1:00–3:00p.m. New York Hilton, Concourse B. Session 1. The Adjunct Problem: Collaborating for a Solution

3:30–5:30p.m. New York Hilton, Hilton Board Room. CCWH Annual Business meeting

Saturday, January 3

8:30–10:00a.m. New York Hilton, Mercury Ballroom. Session 2, sponsored by the AHA Professional Division and the AHA Graduate and Early Career Committee. Interviewing in the Job Market in the Twenty-First Century

8:30–10:00a.m. New York Hilton, Concourse H. Session 3. Conflict at Home: Refugees, Workers, and Reproduction in Wartime Europe, 1929–45

10:30a.m.–12:00p.m. New York Hilton, Concourse E. Session 4. The Living Dead, Microscopic Fibers, Invisible Cloaks, and Radical Cartoons: Methods of Textile Studies for Historians

6:00–8:00p.m. New York Hilton, Concourse B. Reception

Sunday, January 4

12:00–1:45p.m. New York Hilton, Concourse G. Annual Awards Luncheon

2:30–4:30p.m. Sheraton New York, Lenox Ballroom. Session 5, joint with the AHA. The Traffic in Women: Early Twentieth-Century Debates in France, Argentina, and Vietnam

Monday, January 5

8:30–10:30a.m. New York Hilton, Sutton North. Session 6, sponsored by the AHA Professional Division. Roundtable: Exploring Alternative Academic Careers: How Your History Ph.D. Can Serve You in Diverse Careers beyond Teaching in the Discipline

8:30–10:30 a.m. New York Hilton, Concourse F. Session 7. Scholarly Communication: The Online Open Access Publishing Option

Thank you for your support of the CCWH. It is your organization so come to the Business Meeting, speak up, and enjoy the reception and awards luncheon!

Member News

Monica L. Mercado received her Ph.D. from the University of Chicago in August 2014 and has moved to Bryn Mawr College, where she is a Council on Library and Information Resources Postdoctoral Fellow for 2014–16 and Director of the Albert M. Greenfield Digital Center for the History of Women’s Education (greenfield.brynmawr.edu).

Affiliate News

Lifewriting Annual Call for Papers

Lifewriting Annual is a forum for the discussion of all aspects of lifewriting—theoretical, critical, and scholarly. We hope that its broad scope fosters lively discussion about the ways that various forms of lifewriting inform each other. We seek critical and scholarly essays and reviews on biography, autobiography, memoir, journals, diaries, and letters for this annual publication in book form. We are particularly interested in articles describing and assessing scholarly resources for biographical writing, i.e., collections of manuscripts and letters. Creative pieces combining a lifewriting genre with another genre are welcome for the Crossings section.

For Volume 5, *Lifewriting Annual* plans a special section dedicated to lifewriting as it intersects with Islam across time and the world. We invite submissions that engage with representations of Islam and Islamic culture in/through biography, autobiography, essays, memoirs, journals, diaries, and letters for this annual publication in book form. Deadline for initial copy is 30 November 2014. Submissions should follow *Chicago Manual of Style*, 16th ed. (author/date format). Essays no longer than 15,000 words; book reviews, 1,000-1,500

words. Use Word format with endnotes and send as email attachment to CDBL@Brown.edu. Email inquiries welcome.

Coalition for Western Women's History News

The Coalition for Western Women's History elected Cathleen D. Cahill (University of New Mexico) as the new Chair of the Steering Committee and two new members to the committee (Danielle Olden and Maritza de la Trinidad). In 2013 Elaine Marie Nelson (University of Nebraska at Omaha) became the new Recorder and Lynne Getz (Appalachian State University) became the Treasurer. Membership and donations have increased significantly in 2014. The organization is planning new initiatives designed to recruit members who represent diverse careers in history, and create programming and networking opportunities for graduate student members.

This year the organization met in Newport Beach during the Western History Association Annual Meeting (October 15-18, 2014). The Coalition held its annual Business Meeting and sponsored two sessions on the conference program: "Women Crossing Borders" and "Thinking Outside the Book." At the annual CWWH Breakfast, the organization recognized its award winners: Jennifer McPherson (Ph.D. Candidate, University of New Mexico) received the Irene Ledesma Prize to support her dissertation research on parenting, public authority, and education. Elizabeth R. Escobedo (University of Denver) received the Armitage-Jameson Book Prize for *From Coveralls to Zoot Suits: The Lives of Mexican American Women on the World War II Home Front* (UNC Press, 2013). The Armitage-Jameson Prize awards the best book in the history of women, gender, and sexuality in the North American West.

In 2014, the Coalition also launched a new website, which features donors, membership opportunities, online payments, ongoing programs, and updated news and announcements. Visit today! westernwomenshistory.org

University of Virginia Assistant Professor Job Listing

The College and Graduate School of Arts and Sciences of the University of Virginia invites applications for a full-time, tenure-track position at the rank of Assistant Professor from scholars with a research focus on connective cultures in the post-Classical Mediterranean (4th to 10th century).

Possible areas of study might include: the interaction of knowledge, people and practices; the social, political and/or cultural history of one or more connective Mediterranean cultures or communities; minority, diasporic or vocationally distinct social groups (e.g., merchants, scholars of science and medicine); interstitial and nomadic polities and cultures; translation; reappropriation of earlier cultural forms, materials or technologies. Candidates must demonstrate excellence in scholarly research and an ongoing program of publication. They must also be committed to outstanding teaching at the undergraduate and graduate levels. PhD must be in hand by August 15, 2015.

Possible home departments include, but are not limited to: Art, Classics, History or Religious Studies. The appointee will also hold an initial two-year Mellon Fellowship in 'Comparative Cultures of the Pre-Modern

World' at the University's interdisciplinary Institute of Humanities and Global Cultures.

Review of applications will begin on December 5, 2014. The position will remain open until filled. To apply, candidates must create a Candidate Profile through Jobs@UVA (jobs.virginia.edu) and submit the following electronically: a cover letter addressing research agenda and teaching interests, a C.V., a writing sample not exceeding 60 pages, and names and contact information for three references. Search on posting number 0615096.

Questions regarding the application process for Jobs@UVA should be directed to: L. Kent Merritt, History Administrative Supervisor, Corcoran Department of History, lkm6h@virginia.edu.

For additional information on this position contact: Paul J.E. Kershaw, Chair, Search Committee, pjk3p@virginia.edu.

The University will perform background checks including receipt of official transcripts from the institution granting the highest degree for all new faculty hires prior to making a final offer of employment.

The University of Virginia is an Equal Opportunity/Affirmative Action Employer. Women, minorities, veterans and persons with disabilities are encouraged to apply.

Any affiliate or member news for the February 2015 issue of the CCWH Newsletter should be submitted to newsletter@theccwh.org by January 15, 2015.

Co-President Candidate Statement

Mary Ann Villareal

When I was asked to consider the nomination for co-president of CCWH, I did not hesitate to respond in the affirmative. To provide some context to my immediate and unequivocal response it is perhaps best to begin with the history behind it. In 1998 I was invited to serve as one of the graduate student representatives for CCWH. The experience represented one of several significant turning points in my professional development. First, I was introduced to some of the most prolific and up-and-coming, active, and funny scholars. Today they are women historians whom I admire and respect not only for their scholarship but for their activism and continued commitment to providing resources for women scholars and challenging issues of inequity in hiring and representation. Second, I learned how to run a meeting that encouraged collaboration among its membership and with other affiliate societies, and promoted the visibility and scholarship of scholars regardless of

rank or institutional status. I also witnessed what would be my first venture into the culture of philanthropy, a perspective and tool that has served me well in my role in administration.

I returned to CCWH because it is my home. The women in this organization are the people I want to serve. As I navigated the role of a junior faculty member at a research-intensive institution, my heart was connected to service and the desire to pursue a path in administration. Thus, I failed to connect in meaningful and supportive ways to the incredible network of peers and leaders in and affiliated with CCWH. I stood on the margins of our discipline, served on panels when asked to and attended conferences when supported by my institution.

I had spent much of my time exploring other options to further my professional development in higher education and found mentors who helped me do so. I decided to leave an incredible department at a research-intensive university to take on the challenge of an associate dean position at a private liberal arts university. The reality I had to face is that most research-intensive institutions do not provide pathways to leadership roles and if they do there is only one, e.g. one woman, one person of color, or in some cases, one LGBTQ person. I did not have the desire to follow that long trail and I did not want to be an “only,” so I went off the beaten path to cut my teeth in a role that would open new doors or end my higher education career. Despite the move, I had the fortune of having long-time CCWH members keep me in their circles as I crafted my scholarship as a historian and simultaneously developed my career outside of a faculty position and the traditional trajectory of scholar to administrator.

CCWH is already leading or participating in the conversations relevant to the profession’s biggest challenges. CCWH continues to push on issues related to salary equity, how women history PhDs fare on the job market, how to improve the lives of historians in all career stages and all positions, while also challenging each of us to push outside our own comfort zone. Additionally, CCWH faces questions about how to increase its membership, and whether or not it can sustain a full effort to participate in the online journal world. My new role at Cal State Fullerton provides me with the opportunity to watch trends, inform, and provide recommendations on these matters. My foundation was built by CCWH and it would be a privilege to serve CCWH and its membership as Co-President with Rachel Fuchs.

Public History Column

The Isla Vista Memory Project

Sarah Case

In the wake of last spring’s deadly violence in Isla Vista (IV) on the student community surrounding the University of California, Santa Barbara (my home campus), graduate student in history Melissa Barthelemy took the initiative in creating a preservation project and memorial archive to preserve material created by students,

community members, and families to honor the memory of the victims. I recently spoke with Melissa about her motivations, plans, and goals for the project. Below is a condensed version of our conversation.

What is the IV Memorial Archive Project? How did you get involved?

Walking through IV in the days after the tragedy, I noticed hundreds of cards, letters, origami cranes, paintings, photographs, and other objects at the memorial sites where the violence occurred and began thinking that these items should be preserved and documented. Once, I found a card, written by the mother, father, and brother of one of the victims, blowing down the street and I rescued it from falling into the gutter. At that moment I decided to do something to save these items.

I emailed the head of special collections at the UCSB library, and he expressed interest in receiving the materials. At his suggestion, I convened a committee of librarians, students, and faculty, and soon found myself directing this project.

What are your goals in creating the archive? Who do you see as your potential audience?

I view the most important audience as the friends and family most closely connected to this tragedy. Early on, I contacted the families to discuss my vision for the archive project, asking for their consent and involvement. As a result, I corresponded with a number of the parents by email and in person. The fact that this project means so much to them is one of my main sources of motivation.

At present a professional photographer is taking pictures of the artifacts left at memorial sites and documenting the memorial events still occurring. These images will be combined with videos and music created by students and community members. Some families are sending DVDs, photographs, and other items. I think this close collaboration is unique in comparison to other university memorial archives. Ultimately, in addition to holding onto the original items, UCSB Special Collections will host an open-access digital archive collection.

In the future there may be an exhibit as well, ideally one that demonstrates how impressively the campus responded in the wake of this tragedy. This tragedy was reported around the world and sparked national conversations about gun control, student mental health, and violence against women. We have documented local student and community activism around these topics, as well as the resulting passage of legislation in California (AB 1014) which restricts the ability of those with mental health issues and who pose a threat to others to have a gun. Our project emphasizes the historical significance of, and powerful response to, these events.

Any problems or concerns?

Some of the initial challenges were the sensitivity of the subject matter and the difficulty of working within four separate and active memorial sites. It was a challenge explaining to business owners, apartment property managers, and sorority house moms why these items would have scholarly and community importance in the future as well as the present. One of the most difficult tasks was deciding when the memorial items should be removed from the site for preservation in the archive.

Similarly, I was unprepared for the emotional toil of the task I had undertaken. I often ended up consoling individuals at these memorial sites, most often UCSB students and those who had recently graduated, some of whom were very distressed.

Another difficulty has been the lack of infrastructural support. Because this is a project that I created myself in response to extreme time pressures, there were no funds available or any long-range plan to follow. I have performed over 300 hours of work as an unpaid volunteer; it has been a labor of love.

Despite these issues, it has been fulfilling to know that one person can make a difference—everyone else involved in the project has said that if I did not spearhead this effort there never would have been a collection at all.

What are your ultimate hopes for the project?

In addition to preserving the artifacts for the families, I hope that our undergraduate interns and others involved feel empowered because such a tragedy can give one a feeling of hopelessness and powerlessness. This type of project makes it so that the perpetrator doesn't have the last word because it is documenting the outpouring of compassion and love that came from the community. I think it is important to document the impressive way that our community (especially the undergraduates) came together to create amazingly beautiful memorial events, to chase away the predatory media, and really find ways to rebuild and celebrate our community. In this way I think that we can help tell our own stories for ourselves.

Graduate Corner

Of Bedbugs and Alligators: Coping with Research Travel Outside the Archives

Erin McCullugh

For many students, part of the appeal of graduate school is the promise of months of research in far-flung archives. Sifting through archival sources offers a welcome reprieve after months and years of coursework spent digesting monograph after monograph, a chance to rekindle a passion for the materials of history that brought us to graduate study in the first place. In this spirit, this summer I eagerly packed my bags and headed to Florida in search of a Scottish slave trader and his African wife. Along with a list of pertinent boxes, files, and call numbers, I threw in a swimsuit—just in case. Florida promised new sources, a potential dissertation topic, and sunny beaches to boot. As I embarked on my trip, I felt prepared and ready to conquer the archives. What I had not anticipated were the challenges of life outside of the reading room.

After settling in to my new Floridian accommodations it dawned on me that while I was well-prepared for the archives, I had no idea where the closest grocery store was or how to get there using public transportation,

and the closest restaurant was a fifteen-minute-walk through an unfamiliar neighborhood. As anxiety began to surface, I remembered a quote by comedian Larry David: “I don’t like to be out of my comfort zone, which is about a half an inch wide.” I wanted nothing more than to be back in my cozy apartment with nearby amenities and a bus schedule I knew by heart. I wasn’t afraid to walk down my block at night or to come home after dark—and there are no alligators in Chicago.

Traveling alone pushes us out of our comfort zones and forces us to talk to, eat with, and spend time with people we otherwise wouldn’t encounter. As a fairly seasoned traveller, I was convinced that I would easily be able to weather a month of solitude in which I would immerse myself in the archives and focus on my research. Yet, after three days of eating all my meals alone with just a book to keep me company, I decided that it was time to make friends in my new surroundings. So I put down the book and struck up a conversation with a total stranger. I soon discovered that locals love to tell stories and share all the best local eateries, community activities, and non-touristy things to do. A colleague of mine swears by this practice. When traveling for research in China, she regularly befriended the owners of nearby restaurants, shops, or newspaper stands. Not only did these connections provide her with a bit of conversation but they also eagerly shared local insight into the community and culture.

Another tried and true method of beating loneliness, I have found, is to simply make connections with other solo female travelers. If you are staying in a hostel, there are likely to be other solo travelers and one could turn out to be your new dinner companion or sightseeing buddy. I was fortunate enough to make such a friend who also turned out to be another academic. For the next week, after I returned from the archives my newfound friend and I toured around St. Augustine taking in all the local sites and best restaurants. I ended up enjoying my trip far more than I would have otherwise.

Unfortunately, travel is not always so smooth. For the student on a budget, a hostel is an appealing alternative to pricy hotel accommodations. However, staying in a hostel can present its own special set of problems. I hesitated to book a hostel out of concern for safety and security; yet, little did I know that security would soon be the least of my concerns. Four days into my stay, I realized, to my horror, that the hostel had bed bugs—a personal nightmare come true. After several tearful phone calls home, I pulled myself together and was determined to stick out my stay at the archives. Thankfully, I had formed a quick friendship with another fellow lodger who readily lent me the emotional support I so badly needed. At this moment, not only did I come to realize a strength, creativity, and resourcefulness I didn’t know I had but I also learned that another important aspect of traveling alone is that you can’t always handle things on your own. Sometimes you have to trust in the kindness of strangers.

As women, we are often discouraged from traveling alone or warned against trusting strangers. The media, as well as caring family members and loved ones, frequently remind us of the dangers of solo travel. Despite the fact that academic life often necessitates such travel not everyone is comfortable traveling alone or even in general. Faculty mentors need to be aware that some graduate students are not experienced travelers and may feel intense anxiety about the logistics of archives travel. For example, graduate students who come from

working-class households may not have had the same opportunities to travel that others have, thus making it less familiar or comfortable. Faculty mentors can help those students who wrestle with intense anxiety or who are inexperienced travelers by offering some of their own experiences and travel tips. As one of my colleagues astutely stated: “If the academy is truly committed to diversity, we need to remember that these students have a different set of needs as they head into the archives.”

It is ironic that many of us are more comfortable mining old archives and inhabiting lost worlds than navigating a new city or country. As historians, we are trained to question past assumptions and we aspire to write fresh, exciting research but this boldness does not necessarily translate to, or prepare us for, the more mundane challenges of solo traveling. Despite being an experienced traveler, little could have prepared me to deal with a bug infestation or a not-so-friendly alligator parked in the middle of the jogging path. Nevertheless, these experiences reminded me that life really does begin at the edge of your comfort zone.

Book Reviews

Through Women’s Eyes, Combined Volume: An American History with Documents. Dubois, Ellen Carol and Lynn Dumenil. New York: Bedford/St. Martin’s, 2012. 912pp. \$82.75. ISBN 978-0312-67603-2.

Ashley Baggett, North Dakota State University

Adopting a textbook for any course can take considerable thought and time, but for a women’s history class, the process can be even more involved. Although a few textbooks exist on the subject, most rely on a collection of primary sources or articles on specific topics. This often necessitates creating an additional list of assigned readings to supplement gaps in the textbook or taking time for explanations in class to provide necessary context for the text. There is, however, an alternative for instructors seeking a better balance of documents and narrative. In *Through Women’s Eyes*, Ellen Carol Dubois and Lynn Dumenil present U.S. history through the perspective of women and integrate documents with a narrative rather than relying on one or the other.

Through Women’s Eyes provides a more comprehensive approach by “placing women...at the center” of U.S. history (xxviii). This approach is pedagogically sound. The text enables deeper understanding by facilitating student recall of information from a general US history course and recognition of the context for new material. For instance, the brief discussion of the coming of the Civil War includes the Missouri Compromise and Compromise of 1850. This provides essential background for the next section’s presentation of Harriet Beecher Stowe’s *Uncle Tom’s Cabin* and the trial of Margaret Garner. Instructors, then, can use more class time for important points of discussion.

Throughout the text, Dubois and Dumenil avoid oversimplification of women as a homogenous group by

showing the different experiences of women based on ethnicity, race, socioeconomic class, sexuality, and region. This multicultural approach highlights the diversity of women's experiences but also draws attention to the intersectionality of gender, race, and class. In spite of the complexity, the narrative portion helps to organize the material by focusing on three critical themes: "work, politics, and family and personal life" (xxxi). These themes are traced through each era and facilitate higher order skills, such as analysis of continuity or change over time.

The document portion consists of a varied collection of written and visual sources. Some are integrated throughout the text, but longer sources (or those with extensive commentary) are situated at the end of each chapter. Each has a set of questions to analyze the selected pieces and consider a larger issue. From diary entries to advertisements, Dubois and Dumenil use a wide range of documents, and they include those not commonly found in other texts. Although most of these documents are in black and white to keep down printing costs, many (but not all) colored images are found in the online instructor resources for the third edition. This makes available sources that need to be analyzed in color, such as wartime propaganda posters, but the instructor is still required to download the documents from the publisher's site and then post them for students to view. Depending on the instructor, this may or may not be seen as a continuing drawback from the second edition.

In the third edition, *Through Women's Eyes* provides other updates, including many online resources for students and instructors as well as additional content and primary sources. In addition to other online resources such as study guides, chapter outlines, and key terms, students can now take advantage of practice tests and email the results to the instructor, which helps both the student and instructor identify problem areas. Online resources for the instructor include assignment suggestions, discussion questions, i>Clicker questions, TV and film suggestions, and teaching tips for the lecture, discussion, and primary source analysis. The updated edition adds PowerPoints of images and a DVD of video clips to show in the classroom. Everything except the DVD is found on the publisher's website with an instructor login; unfortunately, these ancillary resources are not automatically integrated as a coursepack with an LMS. In the textbook itself, the third edition offers new primary sources and expanded discussion of certain topics. The update to the chapter "U.S. Women in a Global Age, 1980-Present," for instance, offers a remarkable overview of more current history. Often texts struggle to organize or make sense of modern material, but DuBois and Dumenil astutely identify recent women's issues to make a comprehensive text.

From the digital to in-text materials, *Through Women's Eyes* meets the demands of instructors today. The book balances the need for narrative and documents while providing the newest educational trends. The smaller features, such as the timelines and suggested references included in each chapter, attest to how well-designed the textbook is. Teaching a women's history course used to involve the arduous task of creating a lengthy course packet or supplementing gaps in a textbook with additional readings, but Ellen Carol Dubois and Lynn Dumenil's updated edition of *Through Women's Eyes* makes adopting a textbook far simpler.

The Rhetoric of Violence and Sacrifice in Fascist Italy: Mussolini, Gadda, Vittorini. Ferrari, Chiara. Toronto: University of Toronto Press, 2013. 230pp. \$29.95. ISBN 978-1-4426-1393-5.

Kimberly Allar, Clark University

Dictatorships and totalitarian regimes often attempt to build and maintain their power by creating a mythology and an ideological impetus that attracts and cements support. The construction and enforcement of this aura is achieved through multiple ventures, from violence to benevolence, from terror to love. Success ultimately rests on the individual leader or the movement's ability to capture the hearts and minds of the people. In her book, *The Rhetoric of Violence and Sacrifice in Fascist Italy: Mussolini, Gadda, Vittorini*, Chiara Ferrari explores this process in fascist Italy by examining the literary and political texts of the time that both constructed and challenged the images and public consciousness that raised and secured men and movements to their positions of power while attempting to reorient and redraw society.

Ferrari begins by analyzing the rhetorical devices of three of Mussolini's most famous speeches, and some of his texts, delivered during his twenty-one-year reign. Within these texts, Ferrari argues that Mussolini managed to present himself as a sacrificial victim and appeal to the Italian masses through a new "collective fascist voice" that would mold and forge the "fascist new man." This new citizen was expected to surrender himself and join the collective behind his leader, who presented *himself* as the first sacrificial victim, emerging out of the political chaos of the early 1920s. Like their male comrades, fascist women were also expected to emulate Il Duce by "laboring in silence," but they had the additional burden of procreating. Every member of society had a function, but allegiance to Il Duce and the cause was at the heart of the movement. Speeches were a critical tool for mobilizing the people and refashioning them into their new roles. "Sacrificial rhetoric articulated the image of a laboring body that acquired coherence—filled in, occluded the linguistic void—by disavowing its own autonomy of speech, hence, reproducing the image of an empty place-holder, a space of displacement and replacement where social contract would occur and the formation of the fascist subject could take place" (74). Mussolini sought to create a new citizenry in his own image. Through his employment of sacrificial rhetoric and imagery, he attempted to displace social and class differences, replacing them with a new political and social cause that he embodied and for which he purportedly relinquished everything.

In order to further explore the social implications and effects of this rhetoric and ideology, Ferrari explores the writings of Carlo Emilio Gadda and Elio Vittorini, two anti-fascist novelists who struggled with the changing social movements during and after the *ventennio*—the twenty years of fascist rule in Italy. Juxtaposing the political with the literary texts reveals the complicated social tensions that arose in Italy during and after Mussolini's reign. Both Gadda and Vittorini struggled to understand and orient themselves during the mobilization and within the new social order, though they interpreted and depicted these developments in different ways through their novels' characters. Ultimately, both writers moved from a fascist outlook to an anti-fascist one as their novels demonstrated the unraveling, in Gadda's case, and the repositioning, in Vittorini's, of the sacrificial body in fascist Italy. The common thread that runs throughout these selected texts and Mussolini's speeches is the position and use of sacrifice and the reorientation of social boundaries. While Mussolini

worked to create the image and cult of the sacrificial victim in order to bind the people together under the regime of fascism, Gadda and Vittonrini examine its effects and legacy on their persons and the people as Italy struggled to come to terms with its past following Mussolini's fall. Both authors employ sacrificial rhetoric, which, once again, served to distance society from an old regime, while offering a new image as a post-fascist society.

As the first critical evaluation of sacrificial rhetoric in fascist Italy, Ferrari's book succeeds in demonstrating the importance and power of sacrifice in mobilizing people and unsettling social boundaries. This work provides a fresh understanding on how both leaders and the public negotiated radical political and social upheavals. At a time when communist ideologues were forging the New Soviet Man and Woman in the Soviet Union, movements on the opposite end of the political spectrum were making headway throughout Europe. Ferrari brings attention to this creation in fascist Italy, while also commenting on how its legacy was shaped through the writings of two of its most famous novelists of the day. Throughout the book, Ferrari offers both the original and translated selection of texts, along with an appendix of Mussolini's speeches that are featured in the study. While their inclusion is a welcome additional reference for the reader, the book may be difficult for readers who are unfamiliar with this aspect of history, as Ferrari does not offer extensive background information on the historical events or the three male writers she features. Nevertheless, *The Rhetoric of Violence* is a welcome scholarly addition across disciplines. It contributes to the historiography of not only fascist studies but also Italian literature and history. Most importantly, it demonstrates how social and political movements take form and develop by revisiting the very words that cultivated, challenged, recast, and memorialized their popular support.

Eva Braun: Life with Hitler. Görtemaker, Heike B. New York: Vintage Books, 2012. 321pp. \$16.00.
ISBN 978-0-307-74260-5.

Erika Cornelius Smith, Nichols College

"What's a nice girl like you doing in a fascist party like this?" All joking aside, German historian Heike B. Görtemaker has produced a serious, full-scale biography of Eva Braun. Her short work examines the known sources for Braun's life and what emerges is a highly readable portrait of an ordinary youthful woman who loved sports, fashion, and music. How did such a woman utterly devote herself to the man history remembers as "evil incarnate"?

In *Eva Braun: Life With Hitler*, Görtemaker seeks to provide "deep insight" into the life of Hitler. The historical record, which "demonizes" Hitler, impedes a fuller understanding of him and of the Nazi phenomenon. She believes that through the life of Braun, a new perspective on Hitler will open—one of a man who puts his pants on one leg at a time. And she writes that Braun's "'normality' at the center of this atmosphere of 'evil' is like an anachronism that brings this evil into relief and shows it in a new light."

The story of this non-traditional "meet cute" began in Munich in 1929. Then 40-year-old Adolf Hitler, leader of

the National Socialist German Workers Party, visited the shop of his personal photographer, Heinrich Hoffman. Eva Braun, pretty, blond, blue-eyed, and 17 years old, was impressed by this rising political leader. Hitler was equally taken with her. A platonic courtship ensued and, Görtemaker says, “The exact circumstances and precise development of their relationship remains unclear.”

Hitler’s attitude toward marriage was marred by his own familial history and political ambitions: “I am married to the German people and their fate! . . . No, I cannot marry, I must not,” he often said in one form or another. In the early years of their relationship, the Nazis rose quickly to power. Hitler had little time for romance and for Eva. When he travelled outside of Munich, she lived with her parents, worked at Hoffmann’s photo studio, and waited for her admirer’s occasional visits. At this point Görtemaker paints the portrait of a somewhat immature, impatient young woman. There is evidence presented in the biography, for example, that she tried to kill herself in 1932, and tried again three years later when she feared that Hitler’s interest was flagging. Reminded of his half-niece, Geli Raubal, who committed suicide in 1931, Hitler was moved to remark about Braun, “Now I must look after her” because something like this “mustn’t happen again.” Braun’s cries for attention in her second suicide attempt in 1935 worked. Hitler provided her with an apartment and gave her permission to spend more time in his presence.

Görtemaker often employs phrases like “we can only speculate,” “no authenticated information about,” “the final truth, however, remains unknown.” It is true that all personal letters and documents between Braun and Hitler were destroyed on Hitler’s orders in the last days of the war, and that specific information is found only in the memoirs and testimony of those who served the Führer. But Görtemaker shows that by early 1936 Braun’s position with Hitler was “unassailable.” At the Berghof, Hitler’s mountain retreat in the Bavarian Alps, Eva occupied a personal apartment near Hitler’s room and managed the household. Görtemaker provides examples of Braun rebuking Hitler for being late to dinner, and chiding him when she thought he had talked too much. She felt secure enough to behave as though it were her home.

Eva Braun was absolutely devoted to Hitler; Görtemaker leaves little room for doubt. But knowing that there was genuine affection and love in Hitler’s life, does Görtemaker frame Hitler’s “evil” in a new light? Or do we know, as we have always known, that evil walks among us, that “no madman thinks himself mad”? Does Braun’s devotion differ greatly from others who admired him and sacrificed themselves for his cause?

Görtemaker’s work effectively uses Braun as a lens to examine love and humanity in the life of a demonized, mythologized dictator and his regime. This truly fascinating study constructs a very plausible history from speculation, intricately weaving a narrative with remarkable detail in the face of suppressed evidence, contradictory statements, and unreliable memoirs. The real truth of Eva Braun and Adolf Hitler’s relationship probably rests somewhere amidst these accounts, in “a water-resistant packet” containing all “the letters from the Führer,” which Braun bequeathed to her sister Gretl. Although she urged her to “bury them if need be,” she also explicitly insisted: “Please don’t destroy them.” Such a packet has yet to be found, but the myth of its existence demonstrates the challenges overcome by Görtemaker to reconstruct the domestic life of Eva Braun and Adolf Hitler.

CCWH Available Books for Review

The CCWH relies on and is grateful for our members' contributions to the book review section of this newsletter. The following is a list of books available to review for the CCWH. Those interested in reviewing should contact Whitney Leeson at wleeson@roanoke.edu.

Cadden, Joan. *Nothing Natural Is Shameful: Sodomy and Science in Late Medieval Europe*. Philadelphia: University of Pennsylvania Press, 2013.

Biesen, Sheri Chinen. *Music in the Shadows: Noir Musical Film*. Baltimore: John Hopkins University Press, 2014.

Whites, LeeAnn and Alecia P. Long. *Occupied Women: Gender, Military Occupation, and the American Civil War*. Baton Rouge: Louisiana State University Press, 2009.

Gines, Kathrine T. *Hannah Arendt and the Negro Question*. Bloomington: Indiana University Press, 2014.

Mayor, Adrienne. *The Amazons: Lives & Legends of Warrior Women across the Ancient World*. Princeton: Princeton University Press, 2014.

Coodley, Lauren. *Upton Sinclair: California Specialist, Celebrity Intellectual*. Lincoln: University of Nebraska Press, 2013.

McGinity, Keren R. *Marrying Out: Jewish Men, Intermarriage, and Fatherhood*. Bloomington: University of Indiana Press, 2014.

Gold, Roberta. *When Tenants Claimed the City: The Struggle for Citizenship in New York City Housing*. Champaign: University of Illinois Press, 2014.

Mifflin, Margot. *The Blue Tattoo: The Life of Olive Oatman*. Lincoln: University of Nebraska Press, 2009.

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