

The CCWH Newsletter

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The Newsletter for the Coordinating Council for Women in History

MESSAGE FROM CO-PRESIDENT

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In 1995, Linda K. Kerber joined with Alice Kessler-Harris and Kathryn Kish Sklar to edit a volume dedicated to Gerda Lerner, who helped 35 years ago to found CCWH—among her many other scholarly and professional accomplishments. *U.S. History as Women's History: New Feminist Essays* marked the maturation of our field. A decade later, we celebrate “Women’s History as U.S. History,” indeed, as “History,” with the election of Linda K. Kerber as President of the American Historical Association. Perhaps CCWH was clairvoyant when we asked Linda, one of our founders, to be this year’s luncheon speaker. Please join us in Seattle at the Saturday luncheon to celebrate the 35th anniversary of CCWH, honor Linda, who will speak on *Risking Our Dreams: The Next 35 Years*, discuss generational change, and recognize this

year’s prize winners. Tickets (\$35.00) should be purchased from Jennifer Scanlon, Women’s Studies, Bowdoin College, 7100 College Station, Brunswick, ME 04011 no later than December 24, 2004. Make checks payable to CCWH.

This AHA also marks the beginning of a closer relationship between the CCWH and the *Journal of Women’s History*. With Volume 17, the editorial offices of this major journal have moved from Ohio State, under the superb leadership of Leila Rupp (now my colleague at UC Santa Barbara) and Donna Guy, to the University of Illinois, Urbana-Champaign under the dynamic new team of Antoinette Burton and Jean Allman. We also honor founding editor Christie Farnham, who is stepping down as President of the Board of Trustees. I have been elected to that daunt-



Co-President Eileen Boris

ing position and can only hope to grow into Christie’s shoes. Come thank the outgoing team and welcome the new editors, who will build upon the journal’s strengths and enhance attention to international, transnational, and global scholarship focused on women and gender and to recent interpretative and theoretical developments. Let’s see you at the reception on Friday 5:30-7:30 P.M. Sheraton, Madrona Room.

CCWH also offers a full

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Rosa Maria Pegueros, Associate Professor, University of Rhode Island

A SERIOUS CASE OF CONDOLEEZZA RICE-ENVY

BY ROSA MARIA PEGUEROS

I must confess to a certain degree of Condoleezza Rice-envy: To college at 15, a Ph.D. at 26; two distinguished teaching awards at Stanford University before becoming Provost at Stanford at 39; United States National Security Adviser at 46; and Secretary of State at 50; and she plays the piano beautifully and is an expert figure skater. Wow. All of those accomplishments require a terrific

degree of self-discipline, talent, and drive. Her accomplishments are all the more impressive because she is a black woman who grew up in the segregated south and she broke all the barriers to achieve, and achieve and achieve.

Even though Dr. Rice had an advantage that is hard to match—her father was an academic dean who could show her the ropes—it is to her credit

she has neither forgotten her roots nor, despite her extraordinary accomplishments, has she distanced herself from the policy of affirmative action. When the United States Supreme Court decisions on the University of Michigan affirmative action cases came down, Dr. Rice not only gave interviews on the subject but she joined the former Secretary of State, Colin Powell, a black man, to respect-

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WOMEN IN THE HISTORICAL PROFESSION: TRANSITIONS IN PROFESSIONAL LIFE

BY RUTH ALEXANDER

In recognition of the 35th anniversary of the Coordinating Council for Women in History, the CCWH will sponsor a roundtable for the 2005 meeting of the AHA that will examine women's experiences in the historical profession since 1970. More specifically, roundtable participants will discuss how women have negotiated transitions common to the professional life of historians over the past several decades. Each member of the roundtable served at some point as a graduate representative to the CCWH, and as such sought to bring women graduate students into the organization and facilitate their entry into the profession. Now, in 2004-2005, we are at many different stages in our careers – assistant professors, associate and full professors, department chairs and program administrators. We have learned a great deal, through personal experience and collective reflection, about how women have negotiated the pathways of a profession that is both significantly different from, and much like, the

historical profession that existed in the 1970s. Since the 1970s the research and teaching emphases of the discipline have changed significantly, partially in response to women's growing presence among the ranks of tenured and tenure-track historians and their often intense interest in questions of gender, class, race, ethnicity, and identity. As the subject matter of the discipline has become increasingly diverse, historians' have sought to broaden their impact on public thinking, policy, and teaching in K-12. Women historians have challenged the discipline to deal with the role and status of temporary instructors in the profession, with the place of diversity goals and affirmative action in hiring and promotion. So too, they have challenged the discipline, as well as the university settings in which many of us work, to facilitate the professional interests of dual-career and single-sex couples. In many ways the standards and transitions by which we measure professional advancement and intellectual

accomplishment in History have remained remarkably consistent over the past three decades. Academic publication and professorial promotion remain key to disciplinary recognition. Still, specific standards, for example, those for granting tenure and promotion, are generally far higher than they used to be. Meanwhile, some would argue that the public stature of the historical profession (and the university professoriate in general) has declined as women and people of color have joined its ranks.

The participants in the roundtable will be: Ruth M. Alexander (Professor and Chair, Department of History, Colorado State University), Melanie Gustafson (Associate Professor and Department Chair, Department of History, University of Vermont), Angela M. Hornsby (Assistant Professor, Department of History, University of Mississippi), and Regina Lark (Assistant Director and Graduate Advisor, UCLA Center for the Study of Women). We plan to use our own professional autobiogra-

phies as "archives and artifacts," i.e., as sources for engaging in a critical and gendered analysis of women's experience in the historical profession. Each roundtable participant will share reflections on the trajectory of her professional career with the audience. We will invite (perhaps provoke) the audience to offer commentary, questions, interpretations of their own. Our purpose is to deepen our understanding of the structures and values that give order to our discipline, while also gaining a more profound understanding of the ways in which women have both gained and lost ground as professional historians, both altered and preserved the norms for research, teaching, and outreach. Is it possible to come to any agreement about how well or badly women historians have been served by patterns of consistency and change in the discipline? Or about where we might best focus our efforts in the future?

THE CCWH AT THE AHA

Thursday, January 6

5:00-7:00 P.M. Convention Center, Room 209. **Board Meeting**

Friday, January 7

7:30 A.M.-1:00 P.M. Convention Center, Room 620.

Graduate Student Drop-In Room for graduates on the job market.

9:30-11:30 A.M. Sheraton, Metropolitan Ballroom. Session 1, joint with the AHA.

Interviewing in the Job Market in the Twenty-first Century

9:30-11:30 A.M. Convention Center, Room 607. Session 2, joint with the AHA. *Writing the Histories of Second-Wave Feminism: In and Beyond the Archives*

2:30-4:30 P.M. Convention Center, Room 303. Session 3 *Women in Documents: Uncovering the Personal, Political, and Professional*

5:30-7:30 P.M. Sheraton, Madrona Room. **Reception: CCWH/ Journal of Women's History.** Open to all meeting participants.

Saturday, January 8

9:30-11:30 A.M. Convention Center, Room 203. Session 4. Roundtable: *Women in the Historical Profession: Transitions in Professional Life*

12:15-1:45 P.M. Sheraton, West Ballroom B. **Awards and 35th Anniversary Luncheon**

2:30-4:30 P.M. Convention Center, Room 203. Session 5. *Gender in Diaspora, Transnational, and Borderlands Studies*

Sunday, January 9

8:30-10:30 A.M. Convention Center Room 303. Session 6. *Feminism, Postcoloniality, and the Doing of History: Responses to Dwelling in the Archives*

8:30-10:30 A.M. Convention Center, Room 203. Session 7. *The Public Face of Pacific Northwest Women's History*

11:00 A.M.-1:00 P.M. Convention Center, Room 203. Session 8. *Public History Committee Roundtable: U.S. Women's History and Material Culture: Emerging Trends, Promising Directions*

WRITING THE HISTORIES OF SECOND-WAVE FEMINISM: IN AND BEYOND THE ARCHIVES

BY STEPHANIE GILMORE

Second-wave feminists championed the idea that “the personal is political.” This assertion compels us as historians to explore both the private, personal motivations for and the public, political outcomes of feminist activism in the 1970s. Many histories of second-wave feminism, however, have been written from the top down, with a focus on various battles in the formal political arena and the subsequent results. As a result, we still know comparatively little about the impact of feminism on women’s day-to-day lives.

Many second-wave feminists were aware that they were part of history in the making and kept tremendous amounts of documents and ephemera, some of which have been deposited and archived in libraries across the country. Most of these documents reflect organizations and their “leaders,” offering a record of the political battles feminists fought. But because so many participants are still alive, the personal papers that would give us insight into how their personal lives

shaped and were shaped by feminism have not yet been made widely available to scholars. When personal information is unavailable in the archives, it is difficult to gauge the relevance, legitimacy, and success of the political actions and theoretical battles we study. So although we rely on the archives to provide a sense of what issues mattered to feminists and what actions they pursued, we also turn to oral histories to provide testimonies about the personal components of second-wave feminism that cannot be understood through archived documents alone. Merging these sources creatively and effectively to write the histories of second-wave feminism is the focus of this panel.

The historians on this panel utilize both oral histories and archival documents to address how second-wave activists integrated feminism into their daily lives. As co-director of the online journal, database, and website, “Women and Social Movements” <<http://womhist.binghamton.edu/>>, panel chair Kathryn Kish Sklar (professor, SUNY-Binghamton)

has published a remarkable number of historical documents for research and classroom use; with Stephanie Gilmore (Ph.D. candidate, Ohio State University), she is organizing document projects about second-wave feminism for the website. The three papers address specific topics within the broad range of second-wave feminism. Although motherhood was a divisive issue for some feminists in the early years of the second wave, many feminists were also mothers. Andrea Estepa (Ph.D. candidate, Rutgers University) explores the choices and consequences women faced when they integrated feminism and motherhood into their activism. In her work, Anne Enke (assistant professor, University of Wisconsin) traces the development of physical feminist space, illustrating how feminism was much more than the development of ideologies. Second-wave feminists carved out physical space for themselves in the form of local community institutions. In these spaces, women interacted with others who were active not only in feminism but also activists in

civil rights and gay/lesbian liberation, merging social movements in women’s daily lives. Rather than approaching the history of the National Organization for Women (NOW) from a national perspective, Gilmore takes a grassroots approach to feminist activism in chapters of this organization. Her research analyzes how and why feminists in different locations founded and joined local NOW chapters and how chapters responded to the issues most pressing in members’ daily lives. Laura Micham (Director, Sallie Bingham Center for Women’s Studies and Culture) and Martin Meeker (historian and research specialist, Regional Oral History Office, Bancroft Library) will comment on this panel from their perspectives as archivists. By taking seriously the “personal” in feminists’ political activism, these scholars will address the ways in which we can, indeed must, work both in and beyond the archives to capture the complex and rich histories of second-wave feminism.

GENDER IN DIASPORA, TRANSNATIONAL AND BORDERLANDS STUDIES

BY MARGARET LYNCH-BRENNAN

Pamela Scully’s presentation on “Indigenous Women and the Atlantic World” will be particularly concerned with how historians wrestle with studying individuals whose lives often confound our understandings of geographic and disciplinary boundaries. In her presentation, “Working the System: Women, Gender, and Transnational Mexican labor,” Jocelyn Olcott, noting that scholars from a range of disciplines have examined the dramatic changes that have occurred in the gendered structures of transnational labor and

their social and political consequences, will examine the diverse literature in the field with an eye toward reconceptualizing how we research and write transnational histories. Her presentation will be informed by the insights she gained from her participation in a two-year faculty seminar at Duke entitled “Feminism, Transnationalism, and the International,” during which the articulation of feminist theory and studies of globalization were considered. In “Bridget of the Irish Diaspora: Irish Immigrant Women in Domestic Service in the United

States, 1840-1930,” Margaret Lynch-Brennan will focus on the heavily female, post-Famine Irish Diaspora to the United States. In this Diaspora, the streams of young Irish women who entered domestic service in America led to the identification of the Irish “Bridget” or “Biddy” as the stereotypical servant of popular American culture. Who were these women? Why did they come to America? What was life like for them in American homes? Margaret Lynch-Brennan will explore these and other topics in her presentation which will be based on her doc-

toral dissertation entitled “Ubiquitous Biddy: Irish Immigrant Women in Domestic Service in America, 1840-1930.” Lisa Brock will provide comment on this panel.



PUBLIC HISTORY NEWS

BY MARLA MILLER

If you're at this moment making plans to travel to Seattle for the 2005 meeting of the AHA in January, you might note that CCWH's Committee on Public History has organized a session on women's history and material culture for the upcoming 2005 meeting of the American Historical Association. The roundtable will consider the best current scholarship drawing on material culture to gain insight into topics in women's history. Its aim is to acquaint participants with the most innovative and exciting work in the field, as judged by some of its leading practitioners. The panelists invited to participate in this session represent foremost scholars in the field from a range of generations and scholarly interests. Colleen McDaniel of the Department of History, University of Utah is widely recognized for her thoughtful, wonderfully humane work on the material culture of religious belief, and regarded as an innovator in material culture study. Aimee Newell, Curator of Textiles and Fine Arts at Old Sturbridge village and currently a doctoral student in women's history and material culture at the University of Massachusetts, bridges the academic and museum worlds, and also represents the rising generation of scholars who seek historical insight through the study of artifacts. Susan Schoelwer, Director of Museum Collections at the Connecticut Historical Society Museum, has published on a wide variety of topics in material culture study, but is best known for her insightful work on costume and portraiture; as curator at the Connecticut Historical Society, she is particularly well-positioned to address the research tools that are beginning to shape the realm of the possible in collaborations between historians and curators. Vivien Rose, Chief of Visitor Services and Cultural Resources at Women's Rights National Historical Park, is a specialist in the history of nine-

teenth-century American women, as well as a leading figure in the interpretation of women's history through the nation's historic sites, having been an instrumental figure in the landmark series of conferences in women's history and historic preservation during the 1990s, and, more recently, helping launch the National Collaborative for Women's History Sites.

Together, these panelists will lead the audience in a consideration of the "state of the field" in material culture study as it pertains to writing the history of American women. Each panelist will present a short statement outlining the work they feel most promising in the field as it stands at the time of the 2005 meeting: whose books and articles they find most useful in their own work, who they assign in their teaching, which methodologies and tools strike them as most innovative and productive for the future. Once they have presented these remarks, the panelists and moderators will take questions and comments from the floor, and generally engage the audience in a conversation that considers the scholarship that audience members themselves find valuable, promising, or problematic. In the end, presenters will assess the larger implications of the themes that emerged during the discussion.

In other news, we have made some additions to the Public History pages of the CCWH website: an annotated bibliography of key readings in Public History, and links to two excellent resources for those of you interested in museums and historic sites as venues for Civic Engagement. The bibliography, compiled by UMass graduate student

Kate Navarra, suggests books and articles that provide particularly useful points of entry for those of you with an interest in this field. If you're thinking about integrating some public history into your teaching, or developing a reading list for exams, I hope you'll find this bibliography a useful beginning.

Second, the site now leads users to some excellent resources on recent efforts to enhance the ability of museums and historic sites to contribute to subjects of contemporary concern. A link to the proceedings of the April 2004 conference *Great Places Great Debates* will lead you to a wonderfully thorough summary of the presentations made at this stimulating event. As the site's sponsors explain, the conference "was designed in response to a movement that is growing to establish historic places as our new town halls, active centers for citizen participation." The American Association of Museums envisioned the 21st century museum as "a center where people gather to meet and converse... a participant in collaborative problem solving... an active, visible player in civic life, a safe haven, and a trusted incubator of change." The National Park Service Northeast Region has challenged itself to explore how to make every park a place of citizen engagement.

"Everywhere," notes Regional Director Marie Rust, "our parks can be places where visitors can expect to be helped to use history and their experience with the natural environment to engage with the present, and thus to be better citizens." The site includes summaries of sessions on everything from "Civic Engagement on a Shoestring" to "Dialogue Skills Training." The keynote addresses by Ruth Abram and David Thelen are both provocative and inspirational.

A second link will direct you to an extensive (27-page) bibliography on Civic Engagement prepared by Jill Ogline for the National Park Service. The NPS, inspired by the larger Civic Engagement movement, has launched its own initiative (see also <http://www.nps.gov/civic>) to use historic sites to generate discussion on contemporary topics of national importance. If ever you have a day when you wonder whether your work is at all relevant to the challenges of American life in the difficult present, these sites are sure to energize you; I know I continue to be amazed and inspired by the innovative and exciting work that many of my colleagues are doing every day at museums and historic sites around the country.

Lastly, with this column, I take my leave as chair of the Committee on Public History, and cheerfully turn the reins over to Briann Greenfield of Central Connecticut State University, who will chair the AHA session of women's history and material culture. As her column below makes clear, she will be an energetic and thoughtful presence. I can't resist adding an enthusiastic "second" to her call to incorporate public history into your usual courses; one thing my students this semester have taught me is that if the rising generation is to appreciate the true value that historical insight brings to their everyday world, undergraduate history education must begin to observe the many and varied ways that historians contribute to public life. It's been a real pleasure to serve CCWH and its Public History community over the past five years, and I look forward to seeing what new directions both take in the years to come.

GREETINGS FROM NEW CCWH COMMITTEE ON PUBLIC HISTORY CHAIR BRIANN GREENFIELD

I am very pleased to be asked to serve as Chair of the CCWH Committee on Public History. Formed in 2000, the committee has tackled the important job of supporting CCWH members whose work, research, and scholarship take them beyond the traditional classroom setting. For me, professional life has been a balance between the academic and public history worlds, but one with more connections and happy coincidences than I ever imagined. I first fell in love with public history as an undergraduate working as a tour guide in a New England historic house museum. While in college, my devotion to history had often made me feel isolated and alone, the experience of interpreting history in a public setting changed all that. There the audience was so immediate and the history so real. My graduate work in the American Civilization Department at Brown included a MA in Museum Studies completed along the way to a traditional Ph.D. During those years I also worked for several museums doing whatever they would let me—writing grant applications, organizing workshops, conserving textiles, and authoring tours.

When it came time to find full-time employment, I took a position as an assistant professor in the History Department at Central Connecticut State University where I now coordinate the department's Public History MA and teach broadly at both the graduate and undergraduate levels. With my university responsibilities, I don't have the time to take on as many public history projects as I would like. But I have found ways to consult for area institutions, work with students on museum exhibitions, and integrate local history resources in my teaching. I also find working in a university public his-

tory program a good place to explore the important questions of what it means to be a public historian and how to support these professionals in their jobs. But I don't mean to suggest that university historians have all the answers. To the contrary, my dual life encourages me to consider what those of us still tied to the classroom can learn from historians who confront public audiences on a daily basis. For this reason, I hope that the continued and compelling calls for closer collaboration between public historians and university-based scholars will not only raise the quality of popular/public history, but also produce academics that are more publicly engaged.

My own research explores these issues by examining the construction of public memory in New England. Currently, I am completing a manuscript entitled *Negotiating New England: Amateur Antiquarians, Museum Professionals, and the Heritage Market*. Populated by museum curators, tercentenary organizers, antique collectors, and dealers, it examines the construction, institutionalization, and dissemination of public memory in New England from roughly 1900 through the 1960s, a period defined by increased professionalization among history presenters and the development of the antique market. Those of us familiar with the history of our public history organizations know the pivotal role women have played in the field. In the nineteenth century, public history was very often women's work. As guardians of the home and keepers of traditional values, women raised money to preserve historic structures, organized local historical societies, and assembled important material culture collections. From this perspective, it seems only fitting that CCWH support the public history field. I know of

no nation-wide survey documenting the percentage of public history positions staffed by women, but when I contacted the American Association of Museums, I was told that anecdotal evidence suggests women make up at least fifty percent of this country's museum professionals. Certainly, the profession's gendered nature has affected public historians' efforts to secure recognition, funding, and public support. As an organization with over thirty years experience advocating for women in history, CCWH has much it can offer the public history field.

When Marla Miller introduced the Public History Committee at CCWH's annual luncheon four years ago, she hoped the committee would work to "dismantle the hierarchy that persists among historians" and "encourage meaningful collaborations between historians in both public and university settings." Like Marla, I believe that one of the most important first steps we can take is to break down the barriers between university and public historians. To that end, I'd like to suggest several simple ways university scholars can begin the dialog.

-Take your students on a field trip or invite a local public historian to lecture to your class. Public historians working in museums or historic sites often possess a deep knowledge of their subject matter. By discussing their presentations with them, you'll be able to integrate the new material into course content and prepare your students for the visit. Students will appreciate the experience and you will build new professional relationships.

-Have your students produce a small exhibition for a local historical society. The exhibition need not be very large. Even a very simple one-case exhibition, will give your students the chance to

"own and publish" a piece of historical scholarship. For your part, you will learn about the resources of your local historical society and the challenges such institutions face.

-Familiarize yourself with the kind of professional resources offered by prominent public history organizations. You might find some of their programs a valuable source of professional education for yourself—or you might refer undergraduate history majors to their websites for career counseling.

-Connect with your state humanities council. With this suggestion, I am reiterating a plea made by Marla four years ago. As granting agencies, humanities councils often know which area organizations need scholars to consult on special projects or new exhibitions. For the scholar, the commitment might be as short as a single day or as long as an extended partnership. In every case, the scholar will benefit from taking her research and knowledge to a much larger audience.

Until tenure and promotion committees recognize public history work as scholarship, it will be difficult for university scholars to collaborate fully with public historians. But small steps can begin the process of breaking down institutional barriers. We can utilize each other's expertise, employ public history resources in our teaching, and build professional relationships. In conclusion, I look forward to my tenure as CCWH Public History Committee Chair and encourage those with suggestions for newsletter articles, web site content, or committee initiatives to contact me. I also encourage public historians to do what I have not—that is, offer suggestions from their prospective about how we can begin to forge new alliances.



Four Generations of Gold Women

I would like to dedicate this column to the memory of my mother, who died recently at the age of 93. She was, throughout her long life, a role model and a mentor to women of all ages, from teenagers to 70-somethings. One of the last conversations I had with her was about writing this article. "Remember to listen," she told me. "Hear what people are saying." And that has made me think of two things – the passive side of mentoring and the relationship between mentoring and parenting. So this article is not quite what I had planned, but I hope it will be useful, nonetheless.

We know all the active things that mentors should do – provide information (which I think is critical and will try to get back to in my final article), show mentees the ropes, encourage, introduce and support. But maybe my mother was right, maybe we need to

MENTORING

BY CAROL GOLD

remember the passive role of mentoring, to just *be* there. Sometimes, colleagues or students just need a sounding board, someone to listen, to hear what their issues are. We know it's better for people to solve their own problems, so sometimes mentors need to step back and let that happen. We are not creating replicas of ourselves, but rather independent colleagues.

Which brings me to the second issue – how does mentoring differ from parenting? The first, and most obvious, difference is that there is no, nor should there be any, emotional relationship between a mentor and her mentee. This is both liberating and limiting, for whereas relatives have an expectation of continued emotional involvement, mentors/mentees can break up at any point, without perception of failure. Thus they need to work at keeping the relationship alive and functional, *at the same time* knowing that it may end at any moment. This forces us, I hope, to maintain a sense of professional distance and respect.

Another dramatic difference is the fact that children start as immature people and a parent's responsibility is to help to create, or midwife, mature

individuals, capable of functioning on their own. Children are probably going to reflect their parents' values, and this is not necessarily a bad thing. Mentees, on the other hand, start as mature individuals; the mentor's responsibility is to help to create a mature *colleague*; this is a very different end result. Colleagues should *not* be mirror images of each other. Students and junior colleagues need to be allowed to develop their own styles, interests, careers and loyalties.

Indeed, one of the very difficult lines mentors have to negotiate is how much information about past history in a department or other institution to pass on to students or to new colleagues. Colleagues need to know where skeletons are buried; they need to know about past issues and disagreements. Yet too much information, or perhaps too much laden information, will only encourage the perpetuation of divisions which might better be forgotten and laid to rest.

The other part of this is that one simply treats children differently than one treats adults. One assumes that given the relevant information, adults are capable of making their own choices. Here the mentor can be a sounding board for these

choices – "listen," as my mother would tell me – but ought not to be making the choices. And the mentor needs to be very careful not to direct choices from the background. It is very easy to set up the situation so that the choice will be the one the mentor herself would make or would like to have made. This is a temptation we must resist. Listen for what is truly good for the mentee, for what will truly work for her style and her career. I may want a supportive junior colleague close at hand, but the colleague's career may be best served by leaving my institution and pursuing her career elsewhere.

Parenting and mentoring come together here – we need to let them go. I often reflect on the irony built in to parenting – that if one does one's job well as a parent, children leave. The same needs to be true of mentoring, even if the mentee does not leave geographically. Optimally, of course, one will learn to and continue to support and respect each other. And so I owe my own mother a sincere debt of gratitude for letting me go my own way (all the way to Alaska), but continuing to keep in touch and be supportive of my interests.

CO-PRESIDENT, CONT

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range of sessions at the AHA. We continue to be a place for networking—at the reception, luncheon, and sessions. We continue to work for graduate students and other by humanizing what can be a brutal job market through the Graduate Student drop-in room and the joint session with AHA on "Interviewing in the job market in the Twenty-first Century." Our roundtable, "Women in the Historical Profession: Transi-

tions in Professional Life," addresses issues of the personal and professional for which we are known. It also marks the launching of our mentorship program.

Two of our sessions focus on public history, long a CCWH commitment: "The Public Face of Pacific Northwest Women's History," and "U.S. Women's History and Material Culture: Emerging Trends, Promising Directions." Other sessions focus on significant trends in the

writing of history through the creation of new archives; the engendering of borderland, transnational, and diaspora studies; and the uses of autobiography. The full schedule is elsewhere in this newsletter.

In the war between faith and fact that divided our nation in the November election, women's historians have faith that history can help explain where we have been, where we could go—and why we need the facts of women's lives and the knowledge that comes from feminist analy-

sis. We have uncovered new facts because we had the faith to look where others had not. Faith and fact, we realize, is just another dichotomy that obscures the causes of injustice. Come, let us meet together in Seattle to celebrate over a third of a century of struggle and find sustenance to carry it on and prepare to hand over vibrant institutions for the advancement of women's and gender historian to a new generation.

COORDINATING COUNCIL FOR WOMEN IN HISTORY
Advocates for Women in the Profession and Practice of History
APPLICATION FORM

THE CCWH CATHERINE PRELINGER AWARD

The CCWH will award \$20,000 to a scholar, with a Ph.D. or A.B.D., who has not followed a traditional academic path of uninterrupted and completed secondary, 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 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 CCWH on how the award was expended and summarizing the scholarly work completed.

Name: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Home telephone: _____ Message Telephone: _____

Academic Status: A.B.D. _____, or Ph.D. _____

If Ph.D. has been received, institution and date: _____

If A.B.D., give date of receiving and signature of departmental representative to verify:

Signature: _____ Date: _____
(Departmental Representative)

Applicant certifies to being a member in good standing of the Coordinating Council for Women in History, that this application is complete and includes the materials listed.

Signature: _____ Date: _____

DEADLINE: March 14, 2005

Send applications to: Carol Gold, Department of History, University of Alaska Fairbanks, PO Box 756460, Fairbanks, AK 99775-6460. Telephone: 907-474-6509. E-mail: ffcg@uaf.edu (for information only; e-mailed submissions will not be accepted).

For membership information, contact Julie Gallagher, Dept. of History, Philosophy & Religious Studies, Antioch College, 795 Livermore St., Yellow Springs, OH 45387. E-mail: jgallagher@antioch-college.edu.

ELIGIBILITY for the CCWH Catherine Prelinger Award:

The applicant:

1. **must be a member in good standing of the Coordinating Council for Women in History.**
For membership information contact Julie Gallagher, address given above.
2. **must hold either A.B.D. status or the Ph.D. at the time of application.**
3. **shall be actively engaged in scholarship that is historical in nature, although the degree may be in related fields.**
4. **shall have already contributed or show potential for contributing significantly to women in history, whether in the profession in the present or in the study of women in the past.**
5. **has not followed a traditional academic path of uninterrupted and completed secondary, undergraduate, and graduate degrees leading to a tenure-track faculty position.**

APPLICATION PROCEDURE for the CCWH Catherine Prelinger Award:

The applicant must submit, in hard copy format only:

1. 5 copies of the completed application form
2. The signature of the applicant's History Department official to verify that A.B.D. status has been achieved if applicant has not yet completed the Ph.D.
3. 5 copies of the curriculum vita (C.V. limited to 4 pages.)
4. 5 copies of a personal statement of the applicant's non-traditional career path and contributions to women in the profession. (Statement limited to one page.)
5. 5 copies of the project statement which
 - a. establishes the work the applicant intends to complete with this award,
 - b. outlines the schedule the applicant has developed to complete this work
 - c. states the sources the applicant intends to use to complete this work,
 - d. demonstrates the contribution the applicant's work will make to women in history.
 (Statement limited to 3 pages.)
6. Applicants who are ABD are requested to submit 5 copies of a writing sample, preferably a chapter of the dissertation or the dissertation prospectus.
7. 2 letters of recommendation in separate and sealed envelopes which are signed across the back. Each envelope should contain 5 copies of each letter of recommendation.
8. 1 self-addressed, stamped envelope.
9. 1 self-addressed postcard, with the statement, "Your application for the CCWH Catherine Prelinger Award has been received."
10. 1 copy of a statement, which grants or denies the CCWH permission to add the application in the official CCWH archive. Please note: a decision not to grant this permission will be known only by the chair and NOT by the committee members and will in no way prejudice the application.

March 14, 2005: deadline for applications
July 1, 2005: winner is announced and check mailed
January 2006: award is formally announced at the CCWH luncheon at the AHA meeting

CONDOLEEZZA RICE-ENVY, CONTINUED

BY ROSA MARIA PEGUEROS

(Continued from page 1)

fully dissent from the president's policy. She said that the president had asked her opinion and she had told him that race should be one of the factors considered in university admissions policies.

On one hand, it is very comforting to know that she would stand up to contradict the president in public on an important issue. It is a measure of her relationship with the president and the esteem in which he regards her that she could disagree publicly with him and survive in the autocratic Bush administration. On the other hand, it is scary to think that he consulted her, an expert who is a former political science professor and provost of Stanford University, and then, ever mindful of his "political capital," ignored the advice to make the politically expedient judgment against affirmative action.

One wonders why the president has enough respect for and confidence in two African Americans whose lives have been transformed by affirmative action to appoint them to high positions yet that he would disregard their advice on an issue that he simply could not get better advice on. After all, one of the cornerstones of the Civil Rights movement was President Harry S Truman's decision to integrate the military. Without that decision, Colin Powell would never have achieved the rank of five-star general and head of the Joint Chiefs of Staff, the highest level of military officer in our country. Without affirmative action, Dr. Rice's father would never have become a dean at the University of Denver. Indeed, until the 1960s, African American students were routinely barred from public universities; forced to admit them, they were often relegated to seats outside of the classroom. Our history is very

ugly on matters of race.

George W. Bush denounces affirmative action, then praises Dr. Rice for her achievements and lays her future success as Secretary of State squarely on her dedication to justice because she herself has experienced discrimination. Does he read the speeches he give? Does he understand what he's reading?

To many in the African American community, she is dismissed as "The Devil's Handmaiden" <http://www.blackcommentator.com/26/26_commentary_pr.html> because the community regards black conservatives as having internalized our society's racism and sold out; in other words, they vote against the black community's self-interest. Therefore, is Dr. Rice harming the black community by being a black Secretary of State to a white president?

Would she do more good as

an obscure political science professor at an elite university who might influence a hundred students a year, if that many? The sad fact is that the members of minority groups—and I include women in that number since their power is disproportionately low in relation to their numbers—who become visible or powerful in the mainstream arena are generally the most conservative members of their oppressed group. Think of Margaret Thatcher, Phyllis Schlafly, and Clarence Thomas as just three examples. Thurgood Marshall's ascendance to the United States Supreme Court was simply a miracle: The stars must have been lined up in the right configuration.

Now we have a black female Secretary of State who actually believes in affirmative action. Like it or not, this is the best we're going to get during this ultra-conservative period in our history.

NEW CCWH GRADUATE STUDENT COORDINATOR

JILL MASSINO

I am a PhD Candidate specializing in East European, Cultural, and Gender History at Indiana University. My dissertation, "Engendering Socialism: A History of Women and Everyday Life in Socialist Romania, 1945-

1989," is based on interviews I conducted with women in Brasov, Romania and examines women's experiences and self-perceptions of life under socialism, in a variety of contexts, with reference to policy, propaganda, and official discourse.

Over the course of my graduate studies I have benefited tremendously from the support of my advisors as well as other women scholars in the field. As coordinator, I hope to help foster relationships between junior and senior scholars by further

developing the mentoring program. I am delighted to be a part of the CCWH and look forward to meeting the officers in Seattle in January.

CCWH EDITORIAL ASSISTANT, JENN

I am pleased to be working for Dr. Karol Weaver as an editorial assistant for the *Coordinating Council for Women in History Newsletter*. I am a sophomore student at Susquehanna University majoring in history with a minor in secondary education. I am originally from Centre Hall, Pennsylvania, a small town located

about fifteen minutes from State College, the home of the Pennsylvania State University. At Susquehanna University, I also am involved in the Student Activities Committee as well as the Phoenix Project, a mentoring program for middle school students in the nearby community. This fall is my second semester serving as a student

worker in the history department. I look forward to the opportunity to partake in the *Coordinating Council for Women in History Newsletter*, as well as continuing my study of history.



Jenn Siegenthaler

CONFERENCE ANNOUNCEMENTS

The ninety-ninth Annual Meeting of the Organization of American Historians and the twenty-eighth Annual Meeting of the National Council on Public History will be held jointly at the Hilton Washington Hotel in Washington, D.C., April 19-22, 2006. The program committee invites proposals from all practitioners of American history or related disciplines. The program theme *Our America/Nuestra America* invites participants to explore the many meanings of "America" for people living in North America and beyond. Touching on the concept of *Nuestra America* as articulated by nineteenth-century Cuban poet and patriot José Martí, the program committee encourages sessions that expand the definition of "America" beyond borders and across bodies of water, and to engage in debates about the place of the United States in the Western hemisphere and the world. The committee welcomes sessions that explore the transformation of U.S. society through immigration to and migration within the geopolitical boundaries of the nation-state. Have questions of identity become more complicated and have North American identities changed in the wake of September 11th? How are people shaped by transregional and transnational bonds, globalization, family ties, and how do they define a sense of belonging and a sense of themselves as Americans?

The committee solicits panels and papers that generate conversations across time and region, examining how individuals and institutions have constructed communities, values, and political or social movements based on their own particular interpretations of American identity and memory from the colonial borderlands to the present. Sessions that examine U.S. history as public

and private memory are encouraged. The practices and politics of public history and the use of oral narratives will be highlighted. The committee invites proposals for panels, workshops, roundtables, and performances, onsite and offsite and from all disciplinary and interdisciplinary specializations including politics, international relations, gender, sexuality, religion, labor, society, culture, race, ethnicity, and the environment. In addition to proposals that explore the conference theme, we welcome submissions that explore other issues and themes in American history.

Teaching sessions are also welcome, particularly those involving the audience as active participants or those that reflect collaborative partnerships among teachers, historians, and other history educators. Topics may cover any pedagogical issue or technique, at any level, from K-12 through postsecondary. We prefer to receive proposals for complete sessions but will consider individual proposals as well.

We encourage presenters to break away from the conventional academic session format. The committee recognizes the importance of engaging the audience in a compelling manner, and envisions a conference that is dynamic, innovative, and interactive. Meeting participants are therefore encouraged to present or teach their material rather than read their papers aloud. We also encourage proposals for online sessions, roundtables, debates, poster sessions, visual and musical performances, workshops, films, and other appropriate formats. Session lengths may vary from one to three hours and proposers should specify the desired time frame for their panels.

Although we encourage proposals for entire sessions,

the program committee will accept proposals for individual presentations and make every effort to place those presentations on the program. The committee will work to have the program represent the full diversity of the OAH and the NCPH memberships. We urge proposers who submit sessions, wherever possible, to include presenters of both sexes, members of ethnic and racial minorities, independent scholars, public historians, and American historians from outside the U.S. We also encourage panels that include a mix of junior scholars, senior academics, and graduate students; as well as a mix of four- and two-year college professors and precollegiate teachers.

Submission Procedure

Proposals should be submitted electronically beginning October 1, 2004, at <http://www.oah.org/meetings/2006/>. Complete session proposals must include a chair, participants, and, if applicable, one or two commentators. All proposals must include the following information:

1. a complete mailing address, email, phone number, and affiliation for each participant;
 2. an abstract of no more than 500 words for the session as a whole;
 3. a prospectus of no more than 250 words for each presentation; and
 4. a vita of no more than 500 words for each participant.
- Each participant is required to register online and update his/her biographical and presentation information. Questions about electronic submissions should be emailed to the meetings department.

We also welcome volunteers to act as chairs or commentators to be assigned by the program committee. Interested volunteers should email meetings department no later than

January 15, 2005.

All proposals must be received no later than January 15, 2005 at the above website.

Participation in Consecutive Annual Meetings

The Program Committee encourages participation by people who have not presented at the previous annual meeting. Individuals may appear only once on the program.

Membership Requirements
All participants must register for the meeting. Participants who specialize in American history and support themselves as American historians are also required to be members of the OAH or the NCPH. Participants representing other disciplines do not have to be members.

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UPSTATE NEW YORK WOMEN'S HISTORY ORGANIZATION

BY CAROL FAULKNER

The once vital Upstate New York Women's History Organization (UNYWHO) has recently been resurrected. UNYWHO was originally formed in 1970s to provide support, an intellectual base, and a spirit of camaraderie to women's historians throughout New York State. Early members included Judith Wellman, Kathryn Kish Sklar, Christopher Densmore, Carol Kammen, Elizabeth Fox-Genovese, Pat Haines, Mary Huth, among others. As Wellman remembers, "it was life-saving, in those years of the 1970s when we on individual campuses were sometimes close to desperate for a sense of validation, purpose, and hope for the future of ourselves personally, for women in general, and for women's history." Members recall the existence of an early newsletter (and current members would be delighted to locate extant copies). From the 1970s through the early 1990s, UNYWHO also held regular conferences to facilitate personal and intellectual exchange.

In the spirit of grassroots organizing, we are pleased to announce the revival of UNYWHO, which sadly lost momentum in the 1990s. At the November 2003 Researching New York conference at SUNY Albany, separately organized panels on women's history happily joined together one evening for dinner. The fellowship enjoyed that evening prompted the participants to propose reinvigorating UNYWHO. Wellman, one of the original founders, is the moving spirit behind this resurgence. With her usual enthusiasm and fierce dedication, Wellman made sure that the ideas sparked that evening in Albany were not lost. She soon organized area women's historians into a newly reconstituted network. The new incarnation of UNYWHO includes a host of original members as well as graduate students, new faculty, independent scholars, documentary editors, and public historians.

UNYWHO has planned a number of initiatives on the

local and national level. Modeled on the original association, members plan to meet informally to build the area community of women's history. The organization expects to organize regular regional conferences and support local women's history projects. These projects include an effort to place the Farmington Meeting House, where Frederick Douglass, Lucretia Mott, Elizabeth Cady Stanton, and Susan B. Anthony spoke, on the National Register of Historic Places. This building, used as a meetinghouse from 1816-1925, is also in desperate need of restoration, having been turned into a barn years ago. We also hope to lobby in support of legislation promoting women's history, including the Votes for Women History Trail Act of 2003, introduced in Congress by Representative Louise Slaughter. H.R. 1524 will create a commemorative travel route from Syracuse to Rochester in connection with the Seneca Falls Women's Rights National Historical

Park. This trail is designed to link properties associated with the historic struggle for women's rights. Interested in both academic and public history, UNYWHO promotes vigorous scholarship and its connection to a broader appreciation for women's history.

We invite women's historians in upstate New York, as well as those interested in the history of this region, to join our listserv, which serves as our membership list. For more information please contact Carol Faulkner (faulkner@geneseo.edu) or Lisa Tetrault (tetrault@hws.edu).



DEAN'S FELLOWSHIP IN THE HISTORY OF HOME ECONOMICS AND

The College of Human Ecology, Cornell University, is seeking applications for the year 2005 Dean's Fellowship in the History of Home Economics and Human Nutri-

tion. Preference will be given to scholars in more advanced stages of a research project but younger scholars are encouraged to apply. One award of \$4,000 is available for a sum-

mer or sabbatical residency of six continuous weeks to utilize the resources available from the College and the Cornell Library System in pursuit of scholarly research into the history of

home economics and its impact on American society. Deadline: March 1. See www.human.cornell.edu/history for details.

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