

THE CCWH NEWSLETTER

www.theccwh.org
The Newsletter for the Coordinating Council for Women in History

A PROPOSAL FOR MENTORING

BY: Françoise N. Hamlin

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As I come to the end of my time as a graduate student, I am made more aware of the importance of mentors. Looking back on my experiences, I have benefited greatly from the counsel of committee advisors and contacts with faculty in other institutions. Not everyone is as lucky. Some students live solitary lives fostered by hands-off advisors and perhaps the paucity of female faculty in their departments. With few opportunities to connect with other female scholars at conferences, we know that graduate school can be difficult for many. As junior faculty, many women are further isolated as they plough through the first years of lecturing and transforming the dissertation into the book. It

does not have to be that way. Last year at my institution, the Graduate School began a project called "Women Mentoring Women." Throwing out the net across the university, organizers solicited possible mentors and recipients to sign up on an online database. Restricted to faculty and members of the Graduate School, the database can be browsed for information to help match women together and also to find possible help for conferences and research.

At the last CCWH board meeting in Washington DC this January, it was agreed that the organization should embark on establishing a mentoring program for women historians. We are still sorting out the details for the webpage. Given

the lack of resources, it would not be feasible to act like a matchmaking service and pair up teams. However, the CCWH can provide a unique service that allows those willing to participate to sign up, list their details and interests and browse for their own matches, making the connection themselves. I would like to hear from you! Do you think this is a viable idea? Are there other working examples of such a project in your institution and do you have any ideas to increase the efficacy of the database? Please reply to francoise.hamlin@yale.edu by the end of July.

AFFIRMATIVE ACTION

BY: Rosa Maria Pegueros



Rosa Maria Pegueros is an Associate Professor at the University of Rhode Island.

"Affirmative action" has such an upbeat sound, like "positive thinking," or "birthday party." If the branches of government had ever approached it in an optimistic way, we might have more to show for it after 30 years than we do. Instead, like Cinderella on the night of the ball, affirmative action has been the poor and abused stepchild; grudgingly supported by the government, accepted with embarrassment by many of its upwardly mobile recipients, and denied outright by others who have benefited from it.

I came of age at a tumultu-

ous time. The Vietnam War was shifting into full gear. In Bolivia, the CIA had assassinated Che Guevara and the photo of his wounded cadaver haunted publications around the world. A few blocks from my high school and college, in the Haight-Ashbury, the 1967 "summer of love" gave way to the chilling 1968 season of assassinations: first, of Dr. Martin Luther King, Jr. on April 4, then scarcely a month later, Bobby Kennedy on June 6. A week later, I graduated from high school.

I started college that fall, four years after Affirmative Ac-

tion was first articulated publicly in the Civil Rights Act of 1964, and mandated by President Lyndon B. Johnson's Executive Order 11246 (1965) but four years before it exploded into a controversial educational policy. I enrolled in the University of San Francisco, run by the Society of Jesus. The Jesuits have always been considered the great intellectuals of the Roman Catholic Church; my experience bears that out. Our teachers, almost all Jesuits, had mountains of time for us; we were encouraged to write papers, which then were returned

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NEWSLETTER EDITORIAL TEAM NEWS

Karol K. Weaver will be leaving Purdue University at the end of the summer term. She would like to thank Dean Howie Zelaznik and Professor Doug Hurt for the financial and administrative assistance that they provided to the *CCWH Newsletter*. She also would like to thank Adrienne Renberg and Heather Baumgardt for their fine work as editorial assistants.

Weaver will join the faculty of Susquehanna University as an assistant professor in the Department of History. She would like to extend her grati-

tude to Provost Linda McMillin and Dean Laura de Abruna for the support they have offered to the *CCWH Newsletter*.

Assistant Editor Chris Corley will be leaving Minnesota State University Moorhead at the end of the spring term. Corley will join the faculty of Minnesota State University, Mankato as an assistant professor in the Department of History.

For all comments, questions, and submissions, please contact:

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Karol Weaver is the editor for the *CCWH Newsletter*.

AFFIRMATIVE ACTION CONT.

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to us filled with comments and suggestions. Our classes were small. I took to the intellectual life at USF naturally but it was not without its difficulties. I had to work almost full-time to make ends meet, even though the official policy restricted our work hours to 20 per week. It simply never occurred to me to ask for financial aid: in my mind, scholarships were for the "truly needy." I could work; therefore, I didn't think I needed the money. I remember being happy at USF, almost to the point of being blissful. The hardest thing, emotionally speaking, was struggling with all the transitions that were taking place. We discussed affirmative action endlessly. The talk in the dining halls and the snack bars resentfully discussed favoring black students with special scholarships. There were jokes about affirmative action improving the basketball team. Everywhere, it was understood, the special scholar-

ships were being given to blacks, and the rest of us would pay higher tuition.

I didn't know where I fit in this picture. As a working-class Latina commuter student who had done quite well in high school, it never occurred to me that I might have been admitted solely for the purpose of adding a brown face to the mix. Indeed, I don't think I thought of myself as a person of color; the term hadn't come into common use then. I had no black friends in college; the only black students I knew of were on the basketball team. I didn't have any Latino friends, for that matter; there were only about 25 in my first year class of 700, and the one Latina I knew best insisted that her parents were white, from Spain, and so she wasn't Latina even though her olive skin and Hispanic last name broadcast the fact. There was little question that she and her family considered themselves to be a cut above Latinas like me. I only knew that I was

an intellectual and certainly could not be thrown in with the basketball team. I cringe to remember those days and the casual racism that we all practiced.

Almost a generation later, after taking various detours along the way, I landed a tenure-track job in New England. Most of my classmates in the Latin American history field were pretty decent, but some of my white graduate school classmates, both men and women, sneered at me when we went on the job market. I heard the stage-whispered comments and found anonymous anti-affirmative action articles in my mailbox. I remembered how Mexican-American writer Richard Rodriguez related in his book, *Hunger for Memory*, how he had been hounded into giving up his dream of teaching English literature by jealous classmates. I hunkered down and went my own way. When I graduated, only two of the eight women I'd started grad school with graduated with me. I was

the only Latina.

Only, only, lonely. One becomes accustomed to being the only one, but, like unchosen solitude, it wears you down. It is lovely to be a tenured professor, to be free to speak my mind and mentor my students in my own way. I would not be here but for affirmative action and white liberal guilt but it's better than not being here at all.

Rosa Maria Pegueros is an associate professor of Latin American History and Women's Studies at the University of Rhode Island. She also serves on the Executive Committee of the American Association of University Professors and on the AAUP's Committee on Women in the Academic Profession.

PUBLIC HISTORY NEWS

BY MARLA MILLER

On March 27th, the Coordinating Council for Women in History co-sponsored “Making History Pay: A Workshop on Succeeding as an Independent Consultant” a session at the Organization of American Historians’ Annual Conference in Boston, Massachusetts, organized by the Committee on Public History to serve conference participants looking to launch or expand a consulting practice. This issue’s column contains a summary of the presentations by Kate Navarra, a graduate student in Public History here at the University of Massachusetts. Public History was present throughout the program at the OAH, in several panels and roundtables as well as a lively session on the “state of the field” that raised important issues from the role of graduate

training in the field to the challenges facing public historians trying to do good work in a climate of shrinking resources.

Public History education was also much on the minds of participants in the annual meeting of the National Council on Public History in Victoria, British Columbia. Though most of the conference—which was a joint meeting with the American Society for Environmental History—promoted a sustained, productive and energetic discussion of the many ways in which public and environmental history intersect, a thread of sessions also addressed particular issues related to public history education at the undergraduate level, the state of public history in Canadian colleges and universities, and living history as a tool in undergraduate history

education. Distance learning also came up in more than one session, including a fascinating discussion of the collaborative distance learning program in archival administration that has been created by four institutions across the southeastern United States.

Lastly, the international nature of the NCPH-ASEH joint meeting led to fruitful informal discussions throughout the weekend about ways that public historians could more effectively cross international borders. Readers interested in such exchanges may wish to watch for an upcoming issue of *American Studies International* that will be dedicated to Public History (in which yours truly has an essay summarizing the state of public history education in the U.S. today). I might also direct



Marla Miller, Assistant Professor of History at University of Massachusetts Amherst.

readers interested in an international perspective to the journal *Public History Review*, published by the Professional Historians Association NSW, based in Sydney, Australia.

MAKING HISTORY PAY: A CONFERENCE REPORT

BY: KATE NAVARRA

The session, facilitated by Susan Armitage of Washington State University (and past president of CCWH), suggested a variety of ways of making history pay. Panel members included Bruce Clouette from Public Archaeology Survey Team, Inc. (PAST); Michael Frish, from SUNY Buffalo; and Laura Roberts, a management consultant. Though the session was scheduled on the conference’s final day, the room was filled with an attentive audience. The audience hoped the panelists would answer the question: Can you make history pay?

Bruce Clouette, who had been a consultant in museums, historic preservation, and public radio from 1975 to 1999, and currently works for Public Archaeology Survey Team, Inc., discussed five require-

ments for being a consultant in the field of history. First, to be a consultant, you have to love the local history, because many consultants work with local historical societies and museums that focus on local history. Clouette encouraged students of history to pursue a PhD. in order to learn how to meet deadlines, complete research and formulate theories around research. He strongly suggested collaborating with other institutions or professionals when consulting. Another requirement is enjoying working with the public, because consultants work with the public as well as people from other institutions. Finally, Clouette, encouraged potential consultants to have reasonable expectations; consultants should value work that can be accomplished, rather than setting goals too high to accomplish in a given time. For more information on PAST,

please visit www.past-inc.org.

In addition to teaching at SUNY Buffalo, Michael Frish works with Randforce Associates, LLC providing oral history and multi-media documentary materials through digital and audio indexing of collections. This company provides assistance to clients developing projects that place new or existing documentation in a database environment for use in collections management, research, teaching and multi-media production. In his opinion, Frish has the best of both worlds working as a professor at SUNY Buffalo as well as with Randforce Associates. His job requires fluidity because each client has different needs. Frish believes there is no reason to think senior history faculty have to take academic positions that new PhDs could have. He advocates blending a consulting

job with a job in academia. For more information on Randforce Associates, you can visit www.randforce.com.

Laura Roberts is a firm believer that people wishing to become consultants should do so, but suggests first figuring out what skill you have, what projects you have produced and recommends repackaging those qualities to market yourself. Who are the contractors who will hire you? What projects have you completed? What projects have you created on your own, even if at a volunteer level? These answers are important to develop before marketing yourself, but she also stresses making connections at conferences like OAH and American Association of State and Local History (AASLH) as well as maintaining discussions with friends and colleagues in order to spread the

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BABY TRACK OR PH.D. TRACK? THE IMPACT OF GENDER ON STARTING A FAMILY IN GRADUATE SCHOOL

BY: PAMELLA LACH, CCWH GRADUATE COORDINATOR

Lately it seems that many graduate students at my university have caught baby fever. In my department alone, we've had at least six pregnancies in the past two years. Two of the expecting parents were women completing their coursework, while the other four babies were born to male students whose wives were not academics. Perhaps this is not an unusually high number of babies for a department with nearly 150 students (of course, this number does not reflect students who entered the program with children). But it certainly raises the question of what time is most appropriate to have a baby, not to mention whether a graduate student's gender makes a significant difference in making this decision. I always thought the best course of action would be to wait – wait until I finished my dissertation, wait until I had a stable job, wait until I had tenure – before starting a family, provided I were still within childbearing age. Indeed, there is some compelling research out there to suggest that children can prove to be a professional hindrance for women seeking tenure (see, for instance, Mary Ann Mason's 2003 UC-Berkeley Study, "Do Babies Matter?").

Many individuals, however, argue that graduate school is the optimal time to have a child, even if a baby may slow down a dissertation. Let's face it, when else

will we have this much open-ended time on our hands and the flexibility to work from home? But there is a large contingent of students and faculty who maintain that family and academe are mutually exclusive. Sifting through *The Chronicle of Higher Education*, for instance, one is frequently barraged with overly alarmist but highly anecdotal pieces contending that most graduate programs provide just as chilly an environment for students with families as a tenure review committee.

Perhaps there is no clear-cut answer because there is very little research either way. Despite recent data studying the effects of childrearing on tenure-seeking faculty, there is far less comparable research on graduate students, regardless of field or gender. And what scant attention has been devoted to the question of having a family as a graduate student seems to focus on the choices *women* must make.

I have recently begun to wonder if balancing between family and career is still a "woman's question." Certainly female academics with small children find it harder to receive tenure than men at the same point in their careers. But can the gender differential be traced

back to graduate school? When speaking to the father of a small baby girl, one doctoral candidate in my department whose wife is a practicing lawyer asserted without hesitation that it is indeed still a woman's issue, while the father of two grad-schoolers suggested otherwise. He mused that the hurdles he faces in arranging childcare, coordinating schedules, and finding time to write are no different than those his female peers handle. But both fathers agreed that their choice to have children, whether before enrolling in the Ph.D. program or not, had slowed them down.

The trouble with linking the family question to the woman question is that it assumes that male graduate students who choose to start families have the luxury of a partner who will fully manage the household and childrearing responsibilities. While this is still overwhelmingly the case, it is not necessarily a given. There are plenty of single dads working towards their degrees, as well as stay-at-home fathers who take care of their children while their partners are at work.

And yet much of the writing addressing the challenges graduate students face as parents tacitly assumes that those student parents are, by and large, women. Yes, the prob-

lems of raising children are still predominantly tied to women, but that fact should not overshadow the challenges male students face. Of course, many departments are probably more forgiving of men than of women. I do not wish to trivialize the very real problems female students face when I suggest that the baby-versus-dissertation question should include men.

Ultimately though, there is not enough research on the effect children have on male or female graduate students. For all of the studies done on the impact of childbearing and childrearing on career-minded women both within and outside academe, such as Sylvia Ann Hewlett's highly controversial *Creating a Life: Professional Women and the Quest for Children* (2002), there is simply not enough compelling work done to make a case one way or another. And so until researchers begin to focus on graduate students, the perennial question of when and who should start a family may remain unanswered. But then, perhaps an issue of this nature should not be reduced to a series of numbers and statistical variables after all.

CCWH GRADUATE STUDENT AWARDS

Application Deadline

October 1,
2004

The Coordinating Council for Women in History and Berkshire Conference of Women Historians are pleased to announce the 14th annual competition for two \$500.00 Graduate Student Awards to assist in the completion of dissertation work. The awards are designed to support either a crucial stage of research or the final year of writing. The CCWH/Berkshire award is for a woman graduate

student in a history department in a U.S. institution, and the CCWH/Ida B. Wells award is for a woman graduate student in a U.S. institution in any department, who is working on a historical topic. The Application deadline is October 1, 2004.

Application forms for both awards are available at the CCWH Website: <http://theccwh.org/awards.htm>.

Any questions should be di-

rected via email or telephone to Professor Ann Le Bar, CCWH Awards Committee
Chair: alebar@mail.ewu.edu.
509-359-7952.

FILM REVIEW: *THUNDER IN GUYANA*

BY: LAURA SHUMAR

Thunder in Guyana opens on a bright, tropical city street, where crowds of young people of African and Southeast Asian descent dance in the streets around their flower-garlanded presidential candidate, carrying posters that promise “Unity and One Love” and “Everything Will Be Alright”. The candidate makes this story unusual. The crowds are celebrating an elderly white-haired lady in a sensible suit; the Chicago-born Janet Jagan.

Janet Rosenberg Jagan was elected President of the Co-operative Republic of Guyana on December 15, 1997 – the first American-born woman to be elected president of any country. *Thunder in Guyana* is her story: the story of her marriage, the story of her political career, and the story of her presidential campaign. It’s also Guyana’s story: Janet and her husband founded the first political party in what was then British Guiana, working first for labor rights, then for independence, and then to modernize Guyana. The film is a first effort by Suzanne Wasserman, a public historian with a PhD in American Social History from New York University. She grew up hearing stories about her second cousin, Janet, and traveled to Guyana in 1997 to make the film. Using current interviews, narration, and extensive archival footage, Wasserman overlays a day-by-day account of Janet’s presidential campaign with her life story.

Janet’s old friends describe her as “not typical” – but “not typical” for a girl in the Chicago suburbs meant unusually attractive, unusually active, or especially popular. Janet was all of these. She spent her allowance on flying lessons, had a huge number of boyfriends, and was so athletic that her friends brag she could have made the 1936 Olympics as a

swimmer. The filmmaker’s mother, Eileen Wasserman, describes being “enraptured by her.”

But Janet went beyond “not typical.” While attending Wayne State University she became an active Marxist, and she fell in love with Cheddi Jagan, a dental student from British Guiana who was the son of Indian sugar plantation workers. In spite of both families’ objections, they married and in 1943 they moved back to Cheddi’s home to work as labor organizers. Janet was even more unusual than she was at home: men and women traditionally moved in their own spheres, and whites were an elite group. Eventually, Janet came to be treated as an honorary man as she visited the plantation homes to learn about workers’ lives. An old member of the Peoples’ Progressive Party, who still calls her “Comrade Janet,” recalls an early political triumph when she organized the country’s domestic servants for a two-week strike that led to their weekly wages being raised from 40 cents to a dollar.

Time magazine wrote, “today, six years after her arrival, everybody is either for or against Janet.” She minimizes her role in those early years, saying “at most of these things I was a secretary,” that women didn’t have a place in public discourse. Janet made a place for herself, though, as “the ablest Communist organizer in the Western hemisphere,” according to the AP. In 1948, she was at Cheddi’s side when they, with then-friend Forbes Burnham, founded British Guiana’s first political party – the Marxist, multiracial Peoples’ Progressive Party. In 1953, Cheddi was elected as Chief Minister and Janet became the first woman elected as Deputy Speaker of Parliament.

The Jagans led the first communist government in the Western hemisphere, and created a storm in the press. Headlines called her “Janet la Rouge,” or

warned “Peril Lurks in Guiana Red Gains” and “British Guiana Commies Win.” One hundred and thirty-three days later, British troops deposed the democratically elected government. Janet and Cheddi spent six months in jail. When the British permitted new elections in 1957, Cheddi again became Chief Minister, and Janet became the Minister for Labor and Housing. They were re-elected in 1961, but faced external opposition. In the United States, the Kennedy government recommended a covert program to reduce their popularity. According to the film, the CIA secretly promoted strikes and race riots, leaving Cheddi to take the blame and Janet, as an outsider, to bear the hostility. “In the ‘60s, I could not be seen for years,” says Janet, and she and Cheddi eventually had to pull their children from school and send them to the United States for safety.

In 1964, the British re-engineered the electoral system to ensure the PPP’s defeat, and the Jagans’ former ally Forbes Burnham took control. Burnham and his party ruled for the next 28 years, becoming increasingly militant after the British granted Guyana’s independence in 1966. The film portrays a terrible time, in which social institutions were allowed to decay and many people emigrated. Cheddi and Janet remained in Parliament, with Cheddi as the opposition leader, but they received little respect or attention. Cheddi took his message abroad, continuing to promote his multiracial, socialist platform. “The main thing,” Janet recounts, “is that we resisted what was going on.”

The 1992 election, overseen by monitors from the Carter Center, was the first to be internationally recognized as a free and fair election in independent Guyana. Cheddi Jagan became president, but died in 1997. Janet, at her party’s urging, stepped into his shoes, and at the age of 77, just nine months after her husband’s



Laura Shumar is a M.A. student in the Department of History at Purdue University.

death, Janet ran for President.

Janet’s campaign was clearly defined as an extension of Cheddi’s leadership – his picture hangs on her office door. “I’m more or less doing what he probably would’ve wanted me to do,” she says. Yet the resistance was to more than just Janet – Guiana’s politics have remained racial, so her opponents turned against her as white and non-native. Still, she brought in the black vote, helped perhaps by her black vice presidential candidate, Sam Hinds, and this old lady won the hearts of a very young electorate.

In spite of the negative campaigning, Janet sees her self as wholly Guyanan – saying “I don’t know if people see white when they look at me.” She does not, however, lose touch with her Jewish background, suggesting that her concern for the oppressed comes from her experience as a Jew in the United States, giving her an understanding of the underdog.

In the 1950s, Janet Jagan’s enemies called her “the second Eva Peron,” suggesting comparison to the opulence-loving wife of Argentina’s labor leader and effective dictator. Her later career suggests other com-

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ITEMS OF INTEREST

Dr. Judith N. McArthur and **Dr. Harold L. Smith**, both historians at the University of Houston-Victoria, have been awarded the Liz Carpenter prize for the best book on Texas women's history published in 2003 for their book, *Minnie Fisher Cunningham: A Suffragist's Life in Politics* (Oxford University Press, 2003). They have also been awarded the Texas Historical Commission's T. R. Fehrenbach prize for the best scholarly book on Texas history published in 2003 for the same

volume.

Anne Taylor Kirschmann a historian at the University of Massachusetts has published, *A Vital Force: Women in American Homeopathy* (Rutgers UP 2004) The book explores the role of women physicians and patients in the growth of this alternative medical system in the U.S.

Dr. Alexandra Juhasz (Professor of Media Studies, Pitzer College) has made over

15 educational documentaries on feminist and lesbian issues from AIDS, to teen sexuality, to feminist film history.

The contemporary faces of American family are the subject of *Dear Gabe* (Alexandra Juhasz, 50 mins, 2003) which tells the story of six college friends who began to have children at 35. They established themselves in the professions, bought homes, coupled, made families. One died of AIDS.

Structured around poetic letters to the filmmaker's son,

Dear Gabe addresses social themes rarely spoken in mainstream media: balancing family and career, self and children; re-thinking women's place in male professions; mourning lost friends. Intimate footage reveals articulate women who bend traditional ideas of race, sexuality, and religion to make more equitable families. For more information go to: killerpix.net/family-dvd

CONFERENCE ANNOUNCEMENTS

Consecrated Women: Towards a History of Women Religious of Britain and Ireland, 16th-17th September, 2004

In conjunction with the Margaret Beaufort Institute, Cambridge. Location: Faculty of Divinity, University of Cambridge

Guest speakers: Dr. Susan O'Brien, 'Breaking Open the 20th Century History of Women Religious' Dr. Jacinta Prunty, 'After the Founder's Death: Reassessing the Founding process?' An exciting two-day programme of medieval, early modern and modern papers from a wide range of scholars, post-graduates and Religious on the themes of:

- Writing Biography
- Social and Community Works
- Authority and Governance
- The Irish Diaspora

For booking please contact: Susan O'Brien, susan.obrien4@btinternet.com or: Ruth Manning, ruth.manning@univ.ox.ac.uk or: The Margaret Beaufort Institute, 12 Grange Road, Cambridge, CB3 9DX or, after the 1st June, www.

margaretbeaufort.cam.ac.uk

July 2-3, 2004: Interdisciplinary Conference on "Dress & Gender" to

be held at the Courtauld Institute of Art, University of London, England. For programme and registration details please see <http://www.nd.edu/~swhite1/Images/CHODA.pd>

Contact

Dr. Sophie White
Program in Gender Studies,
University of Notre Dame, 325
O'Shaughnessy Hall, Notre
Dame, IN 46556-0368
white.131@nd.edu.

The next conference of the **Program in Early American Economy and Society** will be **Women's Economies in Early America**, on Friday, October 1, 2004 at the Library Company of Philadelphia, 1314 Locust Street, Philadelphia.

The theme of this conference reflects a recent flourishing of scholarship about the role of women in shaping the early North American economy during a time of both unprecedented economic development and significant changes in traditional family, household, and market economies. These changes were

evinced everywhere European peoples settled in mainland North America during the early modern era, and recent scholarly work on women's experiences makes it imperative for us to rethink many long-standing generalizations about such topics as frontier and urban female economies; family strategies for dividing labor and creating economic efficiencies within the household; shaping new economic identities out of varied European, African, West Indian, and Native American cultures; the nature of women's retailing and entrepreneurship aside from household roles; the varieties of negotiation of race and class in economic contexts; comparative women's economies from region to region, plantation to farm, or across generations and social origins; and much more.

The papers and comments at this conference include some of the finest of this new work, including that by Ellen Hartigan-O'Connor, Serena Zabin, Carole Shammas, Marla Miller, Mary Beth Sievens, Stephanie Grauman Wolf, Kristi Rutz-Robbins, Kate Fawver, and others.

We invite you to read the

conference papers in advance; they will be posted on the PEAES web pages after September 1, 2004. Please register electronically so that we will know you are coming, and then join us for a lively discussion about the authors' findings and arguments. This conference is free and open to everyone interested in this topic. The PEAES conference website is at: <http://www.librarycompany.org/Economics/2004Conference>. For further questions, please contact Cathy Matson, PEAES Director, at cmatson@udel.edu.



NEWS FROM MEMBERS

Katherine Benton-Cohen has a new job as assistant professor of women's history at Louisiana State University in Baton Rouge. She has recently had an article published entitled, "Docile Children and Dangerous Revolutionaries: The Racial Hierarchy of Manliness and the Bisbee Deportation of 1917" in *Frontiers: A Journal of Women's Studies* 24, nos. 2-3 (2003), 30-50. She is a former

winner of the Ida B. Wells Prize awarded in 2002.

Irene Guenther announces her new book, *Nazi Chic Fashioning Women in the Third Reich* (Oxford; Berg, 2004) with distribution in the US by Palgrave. This book explores attempts by the Nazi state to construct a female appearance that would mirror official gender ideology, create feelings of national be-

longing, contribute to the nation's cultural identity, uphold the policies of economic autarky, anti-Semitism, and aryianization, and support plans for a German victory on the fashion runways of Europe. Irene received her Ph.D. from the University of Texas; she teaches at Houston Community College. She is also the recipient of the NISOD Award, a national outstanding

teaching excellence award.

Margaret Power has been promoted to Associate Professor of History at the Illinois Institute of Technology. The university also awarded her the Julia Beveridge award for the positive impact she has had on women at IIT.

PRIZE ANNOUNCEMENTS

The Committee on Lesbian and Gay History, an affiliated society of the American Historical Association, will award two prizes in 2005:

The John Boswell Prize for an outstanding book on lesbian, gay, bisexual, transgendered, transsexual, and/or queer history published in English in 2003 or 2004.

The Joan Nestle Prize for an outstanding paper on lesbian, gay, bisexual, transgendered, transsexual, and/or queer history completed in English by an undergraduate student in 2003 or 2004. The undergraduate prize is funded by the generous contributions of the Committee's lifetime members. Materials may be submitted by stu-

dents, faculty, authors, readers, editors, or publishers.

Self-nominations are encouraged. Send one copy to each of the three members of the Prize Committee by 31 December 2004.

Professor John Howard (chair)
219 Russell Court
Woburn Place, Bloomsbury
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United Kingdom

Professor Margaret McFadden
214 North St.
Boone, NC 28607

Pablo Ben
c/o Debra Michaud
1224 E. 52nd St.
Apt. 3E
Chicago, IL 60615

For further information on CLGH and CLGH prizes, please contact Leisa Meyer, CLGH Chair, Associate Professor of History, History Department, College of William and Mary, P.O. Box 8795, Williamsburg, VA 23187-8795; 757-221-3737; ldmeyer@wm.edu; or visit the CLGH website at www.usc.edu/clgh.

Fulbright Scholar Awards 2004-05

The Fulbright Scholar Program is pleased to announce the following awards in American Studies and related fields that are available in countries in Southeastern Europe and the Caucasus.

- Cyprus Award # 5241

- Georgia Award # 5180
- Greece Award # 5286
- Moldova Award # 5187
- Romania Award # 5364
- Turkey Award # 5389

The deadline for submission of applications is August 1, 2004. For additional information about the awards and the application process, please consult the Fulbright Program web site at www.cies.org or contact Cynthia Crow, Program Officer, Europe/Eurasia at 202 686 7872 or ccrow@cies.iie.org or Adam Graham, Program Associate, Europe/Eurasia at 202 686 6241 or agraham@cies.iie.org.

MAKING HISTORY PAY: A CONFERENCE REPORT CONT.

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word about your current projects and hear about others. For eight years, 100% of Robert's projects began as word of mouth from friends, conferences and collaborations. Only recently has she printed a brochure and registered a website to advertise. Though there is no hard and fast rule about what you should be paid as a consultant, Robert suggests three times the hourly wage of

an employee at the institution you will be consulting for. However, there will be situations where the institution cannot pay you what you are worth. In those cases, if you really love the project, it's okay to take it on, knowing that you will lose money as a consultant. Her website is www.lauraroberts.com.

The session provided practical suggestions to students of

history, public history and historians wanting to branch out into alternative routes outside academia. Overall, the panel members encouraged the audience to pursue a career in history consulting by establishing a name for themselves, maintaining credibility through successful projects, developing compelling writing and creative problem solving skills and continuing to do what they love. You can make history pay by being a consultant, even if you

occasionally take on a low paying project you fall in love with.

Kate Navarra is a graduate student in the Public History Program at the University of Massachusetts Amherst. Her interests include archaeology as well as the role of professional historians in community organizations and local history.

CALL FOR PAPERS

The *NWSA Journal*, the scholarly publication of the National Women's Studies Association, is committed to providing a forum in which the research of feminist scholars, both established and new, results in critical dialogue. We invite submissions in all areas relating to Women's Studies. Reports, book reviews, archives, and critical essays that engage in a feminist perspective will also be considered. We seek submissions on topics such as

- Feminist pedagogy
- Feminist theory and research methodologies, including global feminism
- Women and science
- Women and religion, including fundamentalism
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- Ecology, ecofeminism, health and the environment
- Feminist generations: the future of feminism, young feminists, children
- Post-colonial studies
- Women and the arts
- Women writers: autobiographies and reflexive writings
- Race, class, sexualities, and gender intersections
- Women and the media
- Women and disabilities
- Women's history
- Immigration

Send four double-spaced copies of your manuscript (20-30 pages), with parenthetical notes and a complete references page formatted according to our guidelines on our web site (www.nwsaj.engl.iastate.edu) and the *Chicago Manual of Style*, 14th edition.

Send to:

Brenda Daly, Editor
nwsaj@iastate.edu

NWSA Journal
 Iowa State University
 255 Ross Hall
 Ames, IA 50011

Campus Compact is pleased to announce a new History, Civics, and Service initiative to advance students' understanding of history by connecting it to service experiences and at the same time improve understanding of the context for community service by connecting it to a deeper historical context. This work will take place primarily through an On-Line Toolkit (www.compact.org/history-civics-service/) serving as a central location for resources related to this initiative. It will be enhanced during the coming year through the work of five regional Civic Scholars appointed by Campus Compact to contribute their knowledge and expertise. The Civic Scholars are Jose Calderon (Pitzer College), Mary Coleman (Jackson State University), Gary Daynes (Brigham Young University), Melissa Kesler Gilbert (Otterbein College), and Lorraine Carroll (University of Southern Maine).

If you are teaching a course that is designed to make connections between understanding key historical documents of American history and community service experiences that enhance the learning of American history, I would like to invite you to submit your syllabi to Campus Compact for consideration for posting on the national site.

As a sociologist and women's studies faculty member, I am especially interested in projects that enhance our understanding of women's history and hope to be able to highlight and document this important work in the national collection. Please NOTE that syllabi in ALL disciplines are invited. Campus Compact is hoping to post syllabi which have:

- 1) Quality characteristics for effective service-learning, and
- 2) Clearly articulated learning goals aimed at deepening students' understanding of history by connecting it to service experiences and at the same time deepen understanding of the context for community service by connecting it to a deeper historical context.

If you have questions or would like to submit your syllabus for inclusion in the toolkit, please contact Melissa Kesler Gilbert via email at mgilbert@otterbein.edu. Or write/call Melissa at the Center for Community Engagement, Otterbein College, Westerville, Ohio 43081. tel: (614) 823-1251.

This project is supported through a generous grant from the Corporation for National and Community Service, Learn and Serve.

The Canadian Bulletin of Medical History/ Bulletin canadien d'histoire de la médecine is planning a special issue on the history of women's health issues. These may include, but are not limited to, studies of all aspects of the birthing process, health consequences of attempts to achieve idealized body shapes, health reform movements, menstruation, menopause, occupational health, substance abuse, birth control and abortion, mental health, and new reproductive technologies. While the

Bulletin's primary focus is Canadian history, international submissions are welcome. The Bulletin publishes both English and French submissions.

Abstracts must be received by August 1st, 2004. Completed manuscripts are expected by January 1st, 2005. In addition to scholarly articles, research notes, methodological discussions, review essays and descriptions of archival or museological holdings will be considered. For further information please contact Dr. Cheryl Krasnick Warsh, Editor-in-Chief, *CBMH/ Bchm*, Department of History, Malaspina University- College, 900 Fifth Street, Nanaimo, B.C. V9R 5S5 Canada. E-mail: warshc@mala.bc.ca. Fax: 250-740-6459.

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JOB ANNOUNCEMENTS

Endowed Chair. The University of North Carolina at Chapel Hill announces the Alan Stephenson Distinguished Professorship in American History. The Department of History seeks the appointment of an historian of the American Civil War, broadly construed.

Area of specialization within the period ca. 1845-1877 is open, and consideration will be given to social, cultural, economic, political, women's, African American, and military history, as well as other approaches. The reading of files will begin August 15, 2004 and

applications will continue to be read until the position is filled. Letter of application, curriculum vitae, and four letters of support should be sent to: Professor W. Fitzhugh Brundage, Department of History, Campus Box 3195, University of North Carolina at Chapel Hill,

Chapel Hill, NC 27599-3195. Email address: brunage@email.unc.edu. The University of North Carolina is an Equal Opportunity/Affirmative Action Employer.

FILM REVIEW CONTINUED

(Continued from page 5)
parisons – a second Golda Meir, perhaps – a Jewish girl from Midwestern America who makes good and becomes a head of state. When Cheddi Jagan stands smiling in the tropical sunlight, newly elected president after years of opposition to crooked elections, he calls to mind a second Nelson Mandela, released from political oppression if not from physical captivity.

Janet Rosenberg Jagan is definitely not typical. When asked about her time in prison,

Janet instantly replied “it was nice,” because we “got away from the hurly burly.” While she holds true to Cheddi’s ideals, the implementation is all Janet, with a very practical stamp. As Labor and Housing Minister, Janet would take the bureaucrats around to rural villages, requiring them to see how the people actually lived. “The things that my mom did she won’t let me do,” says her adult daughter. Now, she’s the “Bubbe of Guyana,” still a dedicated socialist who cried “long live the people!” at her

inaugural address.

Janet was forced to retire after only 20 months in office due to ill health, but her party remains in power and she continues to be active in politics. Weismann continues to develop her film career, and serves as an adviser for the upcoming Russell Crowe movie *Cinderella Man*. Her first film is a noble project, blending an overview of Cold War politics, decolonialism, racial issues, and socialism into a narrative account of one woman’s extraordinary life.

***Thunder in Guyana* is distributed by Women Make Movies, a non-profit organization that distributes and supports the production of independent films by and about women.**

In our next issue, we will feature another review of a film distributed and supported by Women Make Movies. Any member interested in reviewing a film should email Karol Weaver (weaverk@susqu.edu)

Attention CCWH Affiliates

Please remember to update your contact information.

Contact

weaverk@susqu.edu

HELP WOMEN MAKE HISTORY: SUPPORT THE CCWH

- Next time that you receive an honorarium--from reading a book manuscript, giving an invited lecture, or gaining your own royalties--make a donation to the CCWH.
- Your donation will help CCWH maintain and expand its activities--like the web page, mentoring, and scholarships.

Thank You!

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