President's Column

By Sarah Stage
Arizona State University

Plans for our 30th anniversary conference at Asilomar are well underway. Nupur and Lois report they now have a full slate of interesting papers, more international presenters than ever before, and more diversity in paper topics both geographical and chronological, than usual. In addition two special panels will be held—one organized by Jo Goodwin and Becky Mead of the Social Action committee which will deal with the current labor situation at Asilomar; the other a panel of past presidents of the WAWH that will look at the role of the organization over the past thirty years and ask where we are headed as we move into the new millennium.

Ruth Rosen has agreed to give the keynote address. "Hidden Injuries of Sex: Reflections on the Modern Women's Movement," drawn from her forthcoming book on the history of the contemporary feminist movement. Dancer/choreographer Susan Rose will perform a witty and original work entitled "Delivering a Paper."

In addition to our traditional graduate reception and President's dinner we are planning a bonfire on the beach for Saturday night. Please bring your guitar or other instrument suitable for such an occasion. On Friday night we will be screening some recent videos, including A Midwife's Tale, so if you have a favorite you'd like to suggest (or even better, bring) let me know.

To record our history in the WAWH a video camera will be set up in one of the rooms and conference participants may drop in and share a reminiscence or comment for posterity. If anyone owns a video camera and a tripod and would be willing to loan them, please let me know. We are also looking for two grad students to do the taping in return for defrayed conference/registration fee. Volunteers should contact local arrangements co-chair M.E. Rutherford Marsana at marelis@hotmail.com.

Awards and fellowships will be announced at the President's dinner on Saturday night. There is still time to apply for the Sierra Book Prize and the Barbara Penny Kanner Award for a bibliographical and historical guide to research on women's or gender history. (see bulletins in this Networker).

Remember, the WAWH has funds for graduate students who are on the program to defray travel and accommodation at Asilomar (thanks to a generous donation by Betsy Perry). Please send applications to Sarah.Stage@asu.edu by April 15.

The Workshop in Teaching Women's History at UCLA has also donated funds this year to help two graduate students cover the cost of travelling to Rochester, New York to present papers at the Berkshire Conference. If you have had a paper accepted and wish to apply for these funds, please contact Nancy Page Fernandez.

A new copy of the Directory of WAWH members is being prepared by Secretary Janet Brodie and will be on sale at the conference. Jackie Braitman, who has recently gone into business for herself, will be silk screening special t-shirts to commemorate our 30th anniversary that we can purchase at the conference.

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WANTED: WAWH Treasurer
Term of office, May 1999-May 2001
I would like to encourage all members to think about stepping into a position on the Executive Board. If you can balance your checkbook, you can do this job! It is not time-consuming. I can teach you everything you need to know. If you are even the least bit interested, please let me know, by phone or e-mail: (562) 495-2688; erader@dhlx20.csudh.edu.

Conferences

WAWH Conference
Don't miss the 30th annual WAWH conference which will take place May 21-23, 1999 at Asilomar. For more information on the conference, please see the President's Column in this issue or contact Dr. Lois Huneycutt at Histolos@showme.missouri.edu or Dr. Nupur Chaudhuri at nupurc@gateway.net.

The 11th Berkshire Conference
The 11th Berkshire Conference on the History of Women, "Breaking Boundaries," will be held on June 4-6, 1999 at the University of Rochester, Rochester, New York. The Program Committee has designed a conference with lively and informative panels, workshops and roundtables that discuss a wide variety of themes. The conference papers transcend regional, disciplinary, and cultural boundaries; break traditional boundaries of academic presentation and explore innovative ways of presenting materials and involving the audience. The conference will also feature sessions on pedagogy, public history, collaborative research, and feminist activism.

For more information about the conference, please contact Lynn Gordon, Chair of Local Arrangements, University of Rochester, Rochester, NY 14627 or you may visit the Web site at www.berks.aas.duke.edu/cfp.htm.

“A Woman's Place is ... in the Curriculum”
The National Woman's History Project will conduct a five-day intensive training on multicultural approaches to incorporating women's history into all areas of the K-12 curriculum. The conference, August 1-5, 1999, will be held in Rohnert Park, California, gateway to the Northern California wine country. One, two, or three continuing education credits can be earned. Registration closes July 11. Enrollment is limited.

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Exhibitions


Member News

Gordon Morris Bakken, California State University, Fullerton, published Learning California History (Harlan Davidson, Inc., 1998), co-authored with Brenda Gail Farrington, Santa Ana College.

Marilyn Boxer, Affiliated Scholar with the Institute for Research on Women and Gender at Stanford, published When Women Ask the Questions: Creating Women's Studies in America (Johns Hopkins Press, 1998) and "Remapping the University: The Promise of the Women's Studies Ph.D." in Feminist Studies 24 (Summer 1998).


Jane DeHart, who received an NEH Fellowship for the 1998-1999 academic year is engaged in writing a forthcoming book tentatively titled Defining America: Personal Politics and the Politics of National Identity. She has just finished her portion of the manuscript for the fifth edition of Women's America, a joint project with Linda Kerber. She is also presenting papers at the Organization of American Historians and at the Journal of Policy History's Policy History Conference this Spring.

Dorothy Hewes, Professor Emeritus, San Diego State University, published It's the Camaraderie: A History of Parent Cooperative Preschools.

Ellen Huppert, became the President of the National Coalition of Independent Scholars on October 2, 1998.
Member News
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Kathleen Kennedy, Western Washington University, published "Casting an Evil Eye on the Nation's Youth: The Wartime Case of Kate Richards O'Hare" in American Studies (Fall 1998).

Alison Klaimont Lingo, "The Fate of Popular Terms for Female Anatomy in the Age of Print" forthcoming in French Historical Studies (Summer, 1999). Also, taught Fall 1998 in Department of History as Visiting Assistant Professor at Mills College, Oakland, CA.


Kathleen Sheldon, presented a paper on urban agriculture and women in Mozambique, at the Fifth Congress on Luso-Afro-Brasileiro Social Sciences, held in Maputo, Mozambique, in September 1998. She also published "Rats Fell From the Ceiling and Pestered Me: Phrase Books as Sources for Colonial Mozambican Ideology" in History in Africa 25 (1998).

Samantha Yates, UC Davis graduate student, was accepted to present a paper at the Organization of American Historians, Toronto 1999. She also won a travel grant from Hagley Museum.

Networker Column

By Melissa Dyce and Phoebe Kropp, Graduate Student Representatives

Hello, again, it's time for your graduate representatives to inspire you once more. This time around, Phoebe and I thought that we would deal with the issue of teaching as a graduate student in a two-part series. Phoebe will address her views on the subject in the next issue. As graduate students in our various disciplines, we all realize that one of the expectations of the job market is preparation in teaching. Some universities offer their students the opportunity to teach while others do not. This in itself becomes a controversial topic. At what point do you allow your students to have that experience? I taught my first class after completing my Master's degree. It was an unusual situation, in that I did not teach at my graduate university nor in my primary field. Instead, an opportunity presented itself in which I was able to teach in the Native American Studies department at the University of New Mexico where I completed my undergraduate degree.

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Although it was a lot of work, the experience was excellent. One of my favorite things about the class, in addition to the size, was that ten of my fourteen students were Native. The following summer I taught American Indian Women for the Women's Studies department at ASU. Once again a pleasant experience, a small class with a large number of Native students. So it came as quite a shock to me when I was offered the opportunity to teach the second half of the US History survey and had to deal with 110 students in one semester. It became apparent to me some of the problems women face in the classroom, particularly women of color.

While I prepared for my class, I recalled a conversation with a colleague from another university who had received her evaluations after teaching a similar course. My colleague was surprised to find the comment that if she was going to teach about women and minorities in the class she should have been up-front about it. So this worried me a bit. The texts I had chosen for my class dealt with African Americans and American Indians because I wanted to supplement the text book I had chosen. The course was not a pleasant experience and I am sad to say that I began counting down lectures long before the end of the semester. When I received my evaluations the following semester, I too found comments similar to my colleague's. Several that stand out in regards to alternative history were "There are classes for people who want to take that kind of history. Not enough about the wars." One comment that recurred was "that material belongs in a psychology class or class on deviance." These comments referred to a section I had incorporated on Gay Civil Rights. In a lecture I called beyond Black Civil Rights, I included a section on Gays. This is a subject that I thought would be appropriate. I included a section of the documentary about the Castro district. It offended one student enough to take the issue up with the Chair of my department. Fortunately for me, my advisor had sat in on that session and was able to deny some of the allegations the student had made against me.

I was happy when the semester ended, but in retrospect I realize I learned a lot from that semester. I would like to pass on some of those things. First, I think we realize that as much as we hate to admit it that there are some built in prejudices against female instructors. One of the things that bothered me so much about the comments was the fact that I had made a great effort to balance out my lectures to include a variety of perspectives and supplement the text in areas it was weak on the issues of people of color. After speaking to several faculty members, they told me that these were usual comments for a person of color to receive. In addition, one of the things that got me through the semester was a faculty member who had been my supervisor in a discussion section. I constantly bombarded him with questions about presentation, ways to get the class more involved and just for comfort on days when things didn't go well. Another way in which I was prepared to deal with teaching came from a program called Preparing Future Faculty. The program is only available at a limited number of institutions. But they offered the opportunity for graduate students to hear the experiences of faculty members on a variety of issues. In addition, they offered the opportunity to network with other graduate students. The program emphasizes the big three of the academics—teaching, research, and service. They conducted several seminars on cooperative learning that offered some good ideas for the classroom. One of the main goals of the program is to show that teaching is just as important as research in the university. Although, this may not be entirely true, it gave hope to someone who came to graduate school with the goals of teaching and learned that research is also part of that package.

Some things to consider when the opportunity to teach arises include: preparedness, where you are you in your studies, and the size of the class. At our university it is common for students still doing course work to be asked to teach. Many times we feel that this might be our only opportunity and take on the task that only increases the stress and amount of work that we have as graduate students. Unfortunately, the job market looks favorably on those who have teaching experience and so many students take on teaching for vitae purposes.

There is also a rewarding side to teaching. In the semester from hell, I was able to make good impressions on several of my students, including some students of color. One experience in particular made me realize that students are human too. It is also important to remember that as time goes on we will get better. We are there for our students. In my case in particular in times when I feel like giving up I remember my first class, most of my ten students had never had an American Indian instructor before and that's what I came to graduate school for.
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Fellowships

The Minnesota Humanities Commission offers a variety of grants supporting humanities programming. Grants are awarded to a wide-range of humanities activities from the individual to the organizational level. Contact: MHC Grant Office; (612) 774-0105.

The Society for Historians of the Gilded Age and Progressive Era announces its biennial competition for the best published article dealing with any aspect of American history between 1865 and 1917. The article must have appeared in journals dated 1997 or 1998. Deadline is December 1, 1999. Contact: Robert E. Weir, Chair, SHGAPE Prize Committee, Liberal Studies Department, Bay Path College, Longmeadow, MA 01106.

The Carl Albert Congressional Research and Studies Center at the University of Oklahoma seeks applicants for its Visiting Scholars Program, which provides financial assistance to researchers working at the Center's archives. Topics that can be studied include the Great Depression, flood control, soil conservation and tribal affairs, etc. Graduate students involved in research for publication, thesis, or dissertation are encouraged to apply. Interested undergraduates and lay researchers are also invited to apply. Contact: Archivist, Carl Albert Center, 630 Parrington Oval, Room 101, University of Oklahoma, Norman, OK 73019-0375; (405) 325-6372; fax (405) 325-6419; mailto: kosmerick@ou.edu.

Western Association of Women Historians
Membership Form

Name

Mailing Address (Include city, state, zip)

Phone (Work) (Home)

E-mail Address

Current Position and/or Affiliation

Research and/or Teaching Fields

| Full-time Employed      | $20 |
| Part-time/Retired       | $15 |
| Graduate Student/Independent Scholar | $8 |
| Lifetime Membership     | $400 |
| 1996 WAWH Membership Directory | $5 (includes $2 postage) |

Clip and send with your check made payable to WAWH: Janet Brodie, WAWH Secretary, Department of History, 710 North College Avenue, Claremont, CA 91711. Membership Policy: Please note that memberships run from mid-May to mid-May annually; just remember to renew your membership during the annual WAWH conference.
Member News - Networker

WAWH Networker Calendar

Deadline for submissions to Networker: June 10, 1999

WAWH 30th Anniversary: Annual Meeting, Asilomar

Ceremonial College Avenue, Ceremonial, CA 91771; or e-mail to: java_abrey@caltech.edu

Please use an additional sheet if necessary. Send to Ceremonial College, Department of History, 710

Notice of publication or other member news:

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