

The History Lecture

Gayle Gullett

When I was in college, the history professors lectured and we took notes. Since then the profession has changed its mind about the best way to teach. Today, many historians, me included, practice an active learning pedagogy, contending that if we want our students to become critical thinkers, we must involve them in the learning process. There's another reason we historians changed our lectures. Social science research documents that twenty minutes into the lecture, students stop paying attention. For my classes I plan brief activities about every twenty minutes to engage students, such as group activities or collaborative efforts. What I want to know is how I can improve my lectures—those twenty-minute segments—so that they also engage students in active learning. I also want to know how I can, as Sara L. Crawley states, “incite students to claim their own education.”¹ In this, my last column as WAWH president, I've decided to resolve this question in 400 words or less.

I've learned, in a quick review of the literature, that we should organize our lectures around questions that come from the discipline of history. Rather than tell students what historians think, we ask students ques-

tions that draw them into the discipline.² The questions “incite” students' interest. As the class resolves the question, we are giving students the tools for engaging in the process of con-

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structing history and thus they come to understand how the discipline constructs knowledge. We can start on the first day asking, “What is History?” Highly recommended questions are those that challenge students' beliefs about issues that they may see as outside of history and thus resistant to change, such as what sex is and if it changes over time. We can also pull them into historiographical debates about controversial issues, from slavery to immigration. Asking such open-ended questions means we must be prepared to answer a wide range of responses, from pedantic to philosophical, but this makes lecturing exciting for us. And that, in 350 words, is my solution for how to create lectures that inspire students to claim their education with great enthusiasm.

¹ Sara L. Crawley, with Heather Curry, Julie Dumois-Sands, Chelsea Tanner, and Cyrana Wyker, “Full-Contact Pedagogy: Lecturing with Questions and Student-Centered Assignments as Methods for Inciting Self-Reflexivity for Faculty and Students,” *Feminist Teacher* 19, no. 1 (2008): 13.

² David Neumann, “Training Teachers to think Historically: Applying Recent Research to Professional Development,” *The History Teacher* 45, no. 3 (May 2012): 383–403; Leon Fink, “New Tidings for History Education, or Lessons We Should Have Learned by Now,” *The History Teacher* 34, no. 2 (February 2001): 235–242.

Executive Director's Column Amy Essington

It is time to make plans to attend the 45th annual conference. We will gather together May 16-18, 2013, at University Place on the Portland State University campus in Portland, Oregon. The keynote speaker will be Gail Hershatter (University of California, Santa Cruz). A special session will honor the work of Lois Banner (University of Southern California).

The full conference program is online at <http://www.wawh.org>. A printed program will not be mailed to the membership, but will be distributed to all of the conference attendees. If you would like a printed program and are not able to attend the conference, contact me at amyessington@wawh.org and I will send you one.

The conference pre-registration material and hotel information is available online on our website, www.wawh.org. The pre-registration deadline is April 4, 2013. Onsite registration will be available, but the rates will be higher, and meals may not be available. I encourage you to pre-purchase meals for the conference. Meals provide a valuable time for attendees to mingle, get to know one another, and network. Only a few extra meals are ordered. Every year I have people who want to add meals once they have come to the conference, but they are not available for purchase.

With the conference registration period comes a new membership year. Membership in WAWH runs from conference to conference. It is now time to renew for the 2013-2014 membership year. The deadline to renew your membership is May 18, 2013. This year members will not receive a mailing with a membership renewal form. All renewals will be done online.

Conference pre-registration, membership renewal, and donations will all be done on the online system of Eventbrite. There are links to Eventbrite on our website. The system will allow you to pay by credit card or mail a check. The online system reduces the hand processing of paperwork and check processing, saving paper and time.

If you are planning ahead to next year, the 2014 WAWH Conference will be May 1-3, 2014, at the Kellogg West Conference Center on the Cal Poly Pomona campus in Pomona, California. Proposals will be due in the early fall.

Thank you, Donors!

Many thanks to those who contributed between October 21, 2012, and February 15, 2013

Susannah Baxendale
Joan T. Casale
Carol Gold

Please Donate!

The WAWH is a 501(c)(3) tax-exempt organization. Your donations are tax-deductible. Donations of any size are welcome. Donations can be directed to a specific fund or award. Thank you for your continuing support.

Welcome New (and Returning) Members!

Welcome to members who joined between October 21, 2012, and February 15, 2013

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|------------------------|-----------------------|--------------------|
| New Members | April R. Haynes | Margot Minardi |
| Tosin Funmi Abiodun | Amanda Hendrix-Komoto | Susanna Morrill |
| Rafela Acevedo-Field | Ellen Herman | Sarah Myers |
| Alecia Barbour | Gail Hershatter | Quincy Newell |
| Daniel Berger | Erin Hill | Joy Porter |
| Willa Brown | Jennifer Hill | Sarah Pripas-Kapit |
| Sarah Case | Emily Hobson | Andrea Radke-Moss |
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| Joan Clinefelter | Hillary Jenks | Wendy Rouse |
| Michelle Coughlin | Kimberly Johnson | Natalie Scheilder |
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| Sarah Deer | Shannon Meyer Jones | Mona Siegel |
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| Grace Delgado | Mary Klann | Julie Stein |
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| Alice Echols | Nancy Kollman | Christine Talbot |
| Lilia Fernandez | Hallie Lieberman | Jennifer Tappan |
| Julie Fette | Ann Little | Emily Thuma |
| Laura Gifford | Nikki Malain | Michelle Tiedje |
| Elizabeth Gritter | Sheree Martin | Joan Wages |
| Perla M. Guerrero | Hillary Maxson | Kelvin White |
| Tracey Hanshew | Ann Mazur | Rebecca S. Wingo |

Member News

Judith Albert Strong's *Minerva's Circle—Margaret Fuller's Women* (Paper Mill Press, 2010) is being adapted for inclusion in women's studies/American women's history classes. There was an upcoming lecture connecting themes in Fuller's *Boston Conversations* (1839–1844) with an Art History class taught by Heidi Chretien on themes in nineteenth-century quilt design, which was given at Dominican University in San Rafael, CA, at the end of February. This talk stems from an interview on the book broadcast on Dominican U radio by host Leona George-Davidson with Judith last October.

Marilyn J. Boxer and John S. Partington, editors, have a new publication: *Clara Zetkin: National and International Contexts* (London: Socialist History Society, 2013). It includes two pieces by Marilyn: "Clara Zetkin in Retrospect: An Introduction" and "Clara Zetkin and France: Eight Year Exile, Eighty Year Influence."

Michelle Marchetti Coughlin, independent scholar, would like to announce the publication of her new book, *One Colonial Woman's World*, which reconstructs the life of Mehetabel Chandler Coit, who authored what may be the earliest surviving diary by an American woman (University of Massachusetts Press; www.onecolonialwomansworld.com). Michelle's essay on the search for Mehetabel's diary will appear in the April 2013 issue of *Common-place* (www.common-place.org).

Member News (cont.)

The *Women and Social Movements* websites are sponsoring a luncheon and slide talk at the upcoming annual meeting of the Organization of American Historians in San Francisco. Co-editors **Kitty Sklar** and **Tom Dublin** will discuss new developments in the two databases—scholarly essays recently posted on Women and Social Movements, International and the upcoming launching of the Black Suffragists database as part of Women and Social Movements in the United States. The luncheon will be held at noon on Saturday, April 13, in the Mason Room in the Hilton San Francisco. The luncheon is free, but those planning to attend need to make a reservation as space is limited. Email tdublin@binghamton.edu to reserve a place.

Elizabeth R. Escobedo has an upcoming publication, *From Coveralls to Zoot Suits: The Lives of Mexican American Women on the World War II Home Front*, due out this month, March 2013. This new work explores how, as war workers and volunteers, dance hostesses and zoot suiters, respectable young ladies and rebellious daughters, young Mexican American women used wartime conditions to serve the United States in its time of need and to pursue their own desires. But even after the war, Mexican American women had to continue challenging workplace inequities and confronting family and communal resistance to their broadening public presence.

Mary Ann Irwin is the new vice president for Community Colleges, California conference, American Association of University Professors.

Linda Kerber has embarked on what her university calls retirement and she calls liberation. “A World of Citizens,” a symposium on October 5–6, 2012, at the University of Iowa, brought together students, colleagues, and friends to consider and share recent scholarship on the rights, obligations, and complexities of citizenship, especially as experienced by women—themes that have been central to Linda’s work as a historian. It was followed by a special session at the Annual Meeting of the AHA in New Orleans in January: “Changing the Narrative: Linda K. Kerber and Evolving Histories of Women and the State.” It is a source of special pleasure that the organizers and participants in these celebrations included so many loyal members of WAWH: among them Terri Snyder (Cal State Fullerton), Sharon Wood (University of Nebraska, Omaha), Barbara Welke (University of Minnesota), Kimberly Jensen (Western Oregon University), Eileen Boris (University of California, Santa Barbara), Cornelia Hughes Dayton (University of Connecticut), Katherine Jellison (University of Ohio), and Marjorie Levine-Clark (University of Colorado, Denver). The wise and witty toast at the celebratory banquet was offered by an old friend who ended with a haiku by the seventeenth-century Japanese master Basho, to be savored by all of us as we think about time and change:

Barn burned down.

Now we can see the moon.

Judy Kutulas just published “Dedicated Followers of Fashion: Peacock Fashions and the Roots of the New American Man, 1960–1970,” *The Sixties* 5 (December 2012): 167–184.

As an addendum to the book announcement in the November 2012 issue, editor **Alison Klairmont Lingo** and translator **Stephanie O’Hara** received the NEH translation award. Stephanie is at University of Massachusetts Dartmouth.

Member News (cont.)

Valerie Sherer Mathes's article, "Boston, the Boston Indian Citizenship Committee, and the Poncas," *The Massachusetts Historical Review* 14 (Nov 2012) came out this fall, and her book, *Divinely Guided: The California Work of the Women's National Indian Association* (Lubbock: Texas Tech University Press, 2012), came out this summer.

Cynthia Culver Prescott has a chapter titled "The All-American Eternal Family: Sacred and Secular Values in Western Pioneer Monuments" in *We Are What We Remember: The American Past Through Commemoration*, edited by Jeffrey Meriwether and Laura D'Amore (Cambridge Scholars Publishing).

After completing a five-year term as Dean of the School of Humanities, University of California Irvine, **Vicki L. Ruiz** has returned to the ranks as a professor of History and Chicano/Latino Studies. In October 2012, Vicki was inducted into the American Academy of Arts and Sciences, the first Latina historian so honored.

Historian **Rosalyn Terborg-Penn** is one of the scholars featured in a new series soon to air on CSpan. CSpan will begin *The First Ladies* series on February 18, 2013, which will air on Mondays at 9:00PM EST from President's Day 2013 to 2014.

Share your accomplishments! Include your professional news in the next newsletter.

Send submissions for Member News to Brittany Ferry at networker@wawh.org.

Your information will be included in the next *Networker*.

A reminder email is sent to the organizational email list before the submission due date.

Due dates are February 15, June 15, and October 15 each year.

Branching Out from Academia by Julia Brock

I'll begin with a piece of unsolicited advice: during the course of graduate training, it's helpful to take a public history course, pursue volunteer work or an internship, or to consider the ways in which you might make a difference as a historian in a job outside of a university.

To back up this suggestion, we can look to Anthony Grafton and Jim Grossman of the American Historical Association, who, in 2011, made a "very modest proposal" for graduate programs in history—that they stop enculturating graduate students to believe that the only work available to them, and that is worth having, is the highly coveted tenure-track job.¹ [Anthony T. Grafton and Jim Grossman, "No More Plan B," *Perspectives in History* (October 2011), <http://www.historians.org/perspectives/issues/2011/1110/1110pre1.cfm>, accessed February 2, 2013.] Instead, doctoral training should include other kinds of courses, workshops, and lessons from professionals in the field who sought jobs outside of academia, all to prepare students for the reality that academic jobs are few in number and difficult to obtain. This model has been championed more recently by Brown University professor Steve Lubar, who teaches (and blogs about) public humanities work.² [See Prof. Lubar's blog, *On Public Humanities*, at <http://stevenlubar.wordpress.com/>. For a definition of public humanities, see Brown University's Center for Public Humanities site, <http://www.brown.edu/academics/public-humanities/initiatives/defining-public-humanities>]

Branching Out from Academia (cont.) by Julia Brock

Of course, not all graduate students are interested in work outside of a strictly academic job, and so this advice may not seem particularly relevant. But, for those of us who are pulled towards public history or public humanities work, or to sharing our expertise with a broader audience, the call to a more diversified training resonates. As someone who has had success gaining a position within a university setting (though not as tenure-track), I can attest to the ways that a history graduate degree is relevant and ultimately can provide a farther reach than professorial work.

I learned about public history during my undergraduate days, and early on was interested in pursuing a career in the field. I earned a master's degree in the field and a PhD from the University of California, Santa Barbara, also in public history. Though a PhD is not necessary for public history work (indeed, I was told by professors that it would make me "overqualified" for jobs), I was determined to anchor myself in training as a historian while also building a portfolio of experience outside

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of the university. Internships with historical organizations and courses in new media, museum management, and oral history all led to a broader, and ultimately more marketable, skillset.

I put this skillset to the test when I began applying for jobs while finishing my dissertation in 2011. The public history job market does not run in the annual, cyclic way as does the academic one, so there was more flexibility in timing of applications. During the process, I realized that the extra training in public history methodology gained notice from a variety of venues—I interviewed with a nationally syndicated radio program, a Civil War center, and a museum that primarily focuses on World War II and the Holocaust (the Museum of History and Holocaust Education in metro Atlanta, where I now work). Put another way, though my scholarly training is in the history of the U.S. South, my additional experience in museum curation and public interpretation was enough to get me noticed in places that focused on work outside of my area of expertise. Luckily, because the MHHE is attached to Kennesaw State University, which has a public history program, my position has become a hybrid one of public history work and teaching within the university, and I am able to use my training in Southern history to launch community-based cultural preservation projects in the courses I teach.

Though I seriously want to avoid proselytizing, I heartily suggest finding time to explore the world of public history and public humanities. History PhDs are highly valuable to organizations other than universities, and historians make fabulous researchers, interpreters, curators, new media specialists, public scholars, community-based advocates, and expert witnesses. To seek out supplemental training in these areas can only increase your desirability once on the job market, both within and outside of the traditional academic world.

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