

## Clicking Slowly: Rethinking Renovations for the Large College Class

### Gayle Gullett

I wrote such an optimistic column in the last *Networker*. I enthusiastically explained why I intended to use Clickers (Classroom Response System) in my upcoming class of one hundred. I hoped that Clickers would allow me to continue active learning in the large classroom but with less grading, given the looming possibilities of less TA support. Clickers, an electronic testing system, presents students with multiple-choice questions, immediately displays the cumulative class answers in graphs, and posts the individual grades to an e-grade book. I quoted Stephanie Cole in her article for *The History Teacher* that historians could respond to this instantaneous grading with a variety of creative measures that will increase students' ability for critical thinking.<sup>1</sup> I did observe in my one slightly worried note that Clickers came with a warning to expect technical difficulties and an admonition to keep first semester expectations low.

What I learned in the first half of this semester is that I should have taken that advice more seriously, as a warning. I think three out of four quizzes failed due to technical difficulties in the first month. But I'm not giving up. I now have more quiz successes than failures, so I'm thinking more about how to improve my Clickers' pedagogy.

Clickers will work only with multiple-choice or true-false questions and a large part of my problem is that I've spent my entire teaching career looking down on this type of testing. I've never written them or used them in my classes.

Therefore, I was surprised to discover how difficult it is to write multiple-choice questions well. I know; I quoted Stephanie Cole that writing good questions is a key challenge, but I was still surprised and unhappy to discover how much time it took.<sup>2</sup> I've learned I need to schedule enough time to do it right. I'm also working at accepting that the creation of these questions is as much an intellectual challenge and educationally necessary as developing good questions for papers and essay exams.

After my initial dismal experiments with Clickers, I've come to the conclusion that at least in this class, my virgin voyage with Clickers, I'm going to stick to the teaching basics. I'm currently developing my Clicker assignments as what educational theorists call "low-stakes assignments."<sup>3</sup> The point is to encourage students to read the assignments before class, look for pivotal information, and begin to process that information. The questions aren't meant to be difficult; they are meant to serve as building blocks for learning. I give the quizzes at the beginning of class, after we've talked about the day's lecture topic and thesis. The class discussions about the quizzes serve to point out how the lecture relates to the readings. I try to develop questions that take us directly to a discussion about both the content of the thesis and how I intend to argue it. In the future, I hope to use the quizzes to help the students make links between their secondary and primary sources. Succinctly, I'll be evaluating their analytical skills. But that may be another class, another semester. I haven't given up on Clickers, but I am clicking more slowly.

<sup>1</sup> Stephanie Cole with Gregory Kose, "Quit Surfing and Start 'Clicking': One Professor's Effort to Combat the Problems of Teaching the U.S. Survey in a Large Lecture Hall," *The History Teacher* 40, no. 3 (May 2010): 387-410.

<sup>2</sup> Cole and Kose, "Quit Surfing," 399; David Vaught talks about the difficulties of writing multiple-choice questions in *Teaching the Big Class: Advice from a History Colleague* (Boston: Bedford/St. Martin's, 2011), 75-78.

<sup>3</sup> Vaught, *Teaching the Big Class*, 17.

## Executive Director's Column Amy Essington

Our 45th annual conference will be held May 16–18, 2013, at University Place at Portland State University 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). Information about the conference will be posted on the organizational website as it becomes available.

Conference participants (paper presenters, chairs, commentators) will be required to pre-register and be current (2012–2013) members. The presenter pre-registration period will be mid- to late December to January 24, 2013. Participants who do not pre-register and are not current members by that deadline will be removed from the program before it is posted online in early February. General registration will be available from mid- to late December to April 4. April 11, 2013, is the deadline to cancel registration and receive a refund. Refund requests received after that date will not be considered for any reason.

The WAWH board and conference organizers want to know more about your views related to the conference. A survey is now posted at <https://www.surveymonkey.com/s/wawh>.

At the WAWH conference, we will recognize all WAWH members with books published in 2012. If you have a book you would like us to recognize, please email your name and the title to me at [amyessington@wawh.org](mailto:amyessington@wawh.org) by April 4, 2013.

The applications for the 2013 WAWH awards and prizes are now posted on the WAWH website. Each award has an application with directions for submission. The deadline for all awards is January 5, 2013, which is ten days earlier than in recent years. The exception is the Graduate Student Conference Paper Prize, which is due April 4, 2013.

With interest rates so low, WAWH would like to grow its award accounts to ensure the future of our awards. If you are able to contribute, please complete the donation form, which is available on the WAWH website, or add a donation when it is time to return your membership. Any amount will help the organization continue to recognize and support the scholarship of its members.

## Mark Your Calendars!

WAWH 2013 Conference  
Portland State University  
Portland, OR  
May 16–18, 2013

## Welcome New (and Returning) Members!

Welcome to members who joined between June 16, 2012, and October 20, 2012!

Lisa Cardyn	Alessandra Link
Danielle Demiantschuk	Sarah McNamara
Emily Gilkey	Andrea Elizabeth Milne
Darci V. Heroy	Phoebe Musandu
Bethany Hopkins	Lisa Sousa
	Adam Turner

## Member News

Tisa M. Anders, independent historian, was a coordinator and panel member at Nebraska Regional Assembly of the Christian Church (Disciples of Christ), Scottsbluff, NE, October 2012, where she presented, "Social Justice and Community Ministry." Tisa also will be publishing a chapter, "Betabeleros and the Western Nebraska Sugar Industry: An Early 20th Century History," in *Latin Migrations to the U.S. Heartland: Reshaping Communities, Redrawing Boundaries*, edited by Linda Allegro and Andrew Grant Wood (Chicago: University of Illinois Press, forthcoming May/June 2013), in the American Working Class series.

Lynn A. Bonfield, who divides her year between San Francisco and Peacham, Vermont, received the Vermont Historical Association 2012 Hathaway Award "for an outstanding contribution to Vermont history for *New England to Gold Rush California: The Journal of Alfred and Chastina W. Rix 1849-1854* (Univ. of Oklahoma, 2011)." The award included a check for \$1,000 as well as a handsome plaque.

Eileen Boris's *Caring for America: Home Health Workers in the Shadow of the Welfare State*, with Jennifer Klein, won the 2012 Sara A. Whaley Award of the National Women's Studies Association for the best book on women and labor. Klein and Boris also published "Home Care Workers—Not Just Companions," *New York Times*, July 2, 2012.

Cathleen Cahill has a chapter entitled "Seeking the Incalculable Benefit of a Faithful, Patient Man and Wife: Families in the Federal Indian Service, 1880-1925" in the anthology *On the Borders of Love and Power: Families and Kinship in the Intercultural American Southwest*, edited by David Wallace Adams and Christa DeLuzio (University of California Press).

Angelina Yanyan Chin's book, *Bound to Emancipate: Working Women and Urban Citizenship in Early Twentieth-Century China and Hong Kong*, was published this year by Rowman & Littlefield.

Leslie Friedman and Bonda Lewis, WAWH members, and Judith Offer, all members of the Institute for Historical Studies, presented a panel titled "History by Other Means" at a meeting of IHS in Berkeley, CA, March 11, 2012. Bonda Lewis is an actor/writer/historian. She appeared in costume as Sara Bard Field, who crossed the US by car in 1915 to present a women's suffrage petition to Congress. Playwright/poet Judith Offer discussed the historical content of her plays and the importance of historical accuracy for their effectiveness. Historian, dancer, and choreographer, Leslie Friedman spoke on the meeting of dance and history in her work. She showed excerpts from her dance *Why? Because*, which was inspired by World War I and the music of Elgar's cello concerto.

## Member News (cont.)

Leslie Friedman also presented “Isadora” for the Browning Society of San Francisco, Sept. 14, 2012. She spoke as though she were Isadora Duncan, interspersing the talk with short excerpts of music and dance. In addition to her life work dancing internationally, Duncan was an ardent feminist. To visit her life is to enter historical issues including the Russian Revolution, anti-Communist movements in the US, education reform, and even women’s clothing. Ironically, Leslie had been invited to make her presentation on the 80th anniversary of Isadora’s tragic, early death.

Joanne L. Goodwin (UNLV) will have a chapter in the forthcoming publication *Oral History, Community, and Work in the American West*. The chapter, “Women at Work in Las Vegas, 1940–1980,” examines the ways in which the history of the tourism industry and community in Las Vegas could not be written without the first-hand accounts offered using oral history as method. Joanne also received the 2012 Medal of Justice Award from the State Bar of Nevada for the Black History Month issue of *Nevada Lawyer*. The Medal of Justice Award is given to individuals and groups who contribute to advancing the mission of the State Bar through exemplary programs and volunteer work. Recipients of this award are those who inspire by example, advance the administration of justice, and bring honor and integrity to the profession.

Hilary A. Hallett’s book, *Go West, Young Women! The Rise of Early Hollywood*, is due out in November from the University of California Press. Also, Hilary won this year’s Jensen-Miller Prize for her article “Based on a True Story: New Western Women and the Birth of Hollywood,” in the *Pacific Historical Review* (May 2011).

Victoria Haskins has a new book out: *Matrons and Maids: Regulating Indian Domestic Service in Tucson, 1914–1934*, published by University of Arizona Press (October 2012).

Adria L. Imada is pleased to announce the publication of her new book, *Aloha America: Hula Circuits through the U.S. Empire* (Duke University Press), which investigates the role of hula in the American colonization of Hawai‘i, paying particular attention to hula performances that toured throughout the United States beginning in the late nineteenth century. She was also promoted to associate professor with tenure at UCSD Ethnic Studies in July 2012.

Margaret Jacobs has a chapter entitled “Breaking and Remaking Families: The Fostering and Adoption of Native American Children in Non-Native Families in the American West, 1880–1940,” in the anthology *On the Borders of Love and Power: Families and Kinship in the Intercultural American Southwest*, edited by David Wallace Adams and Christa DeLuzio (University of California Press).

Katrina Jagodinsky has a chapter entitled “Territorial Bonds: Indenture and Affection in Intercultural Arizona, 1769–1840s,” in the anthology *On the Borders of Love and Power: Families and Kinship in the Intercultural American Southwest*, edited by David Wallace Adams and Christa DeLuzio (University of California Press).

In October 2012, the University of Washington Press published Kimberly Jensen’s *Oregon’s Doctor to the World: Esther Pohl Lovejoy and a Life in Activism*.

## Member News (cont.)

Alison Klairmont Lingo is the annotator and editor for the forthcoming publication of *Louise Bourgeois, Diverse Observations on Sterility, Miscarriages, Fertility, Childbirth, and Diseases of Women and Newborn Children* (1626 edition). It will be in “The Other Voice in Early Modern Europe” series, CRRS Toronto, in collaboration with translator Stephanie O’Hara.

Aimee Medeiros would like to announce the completion of her dissertation, “Heightened Expectations: The History of the Human Growth Hormone Industry in America.” She had a chance to present a paper based on this project at the last WAWH annual conference in Berkeley and found the comments and feedback she received by attendees extremely helpful.

Mary Melcher has published a book with the University of Arizona Press—*Pregnancy, Motherhood, and Choice in Twentieth-Century Arizona*. It examines childbirth practices, infant mortality, birth control and abortion using a variety of sources, including oral histories, government documents, memoirs, letters, newspaper accounts and photos. Written for both academic and general audiences, the book features many personal narratives relating to women and reproduction. It is part of the Women’s Western Voices series. Laura Woodworth-Ney is the editor of this series.

In September, Karen Offen lectured at the Central European University in Budapest, Hungary. The title of her talk was “Understanding International Feminisms as ‘Transnational’—An Anachronism? May Wright Sewall and the Creation of the International Council of Women, 1889 to 1904.” Also, as a member of the governing board of the International Committee on the Historical Sciences (ICHS/CISH), she participated in the CISH board meeting and the General Assembly of Delegates. The next conference of ICHS/CISH will be held in China in August 2015. In early October, Karen presented the Alice Fleury Zamanakos Endowed Lecture in History at St. Mary’s College of Maryland. Her illustrated lecture, “Why Women’s Votes Count—Women’s Suffrage Worldwide,” spoke to the enormous responsibility women, in particular, bear to participate in elections, given the long and complex campaigns that led to their enfranchisement in this country and others.

Priscilla Pope-Levison has a new book out, co-edited with John R. Levison, titled *Sex, Gender, and Christianity* (Eugene, OR: Cascade Books, 2012). She also had an article published earlier this summer that features a Seattle woman: “Emma Ray in Black and White: The Intersection of Race, Region, and Religion,” *Pacific Northwest Quarterly* 102:3 (Summer 2011): 107–116.

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## Conference Book Reading Invitation

We invite WAWH members who wrote books published in 2011 to submit them for consideration in a session at the Portland conference organized around readings of recently published work. Authors may read selections from single-authored books or anthologies they have edited. To apply, please send a paragraph-long description of your book, along with your contact information, to [wawhconference2013@wawh.org](mailto:wawhconference2013@wawh.org).

## Member News (cont.)

Nannette Regua has an article titled “Women in the Chicano Movement: Grassroots Activism in San José” being published in *Chicana/Latina Studies: The Journal of Mujeres Activas en Letras y Cambio Social* 12:1 (Fall 2012).

Jackie Pels was commissioned to write the official poem for a 200th anniversary celebration in spring 2012 of the founding by the Russian-American Co. of Fort Ross, on the Northern California coast. She received a mini-grant from the Institute for Historical Study to help with travel and other research costs and put that research to further use in October at Sitka, once the capital of Russian America, where she presented a paper, “More Than Meets the Page: Alaskans at Fort Ross,” first at the annual conference of the Alaska Historical Society and again on a panel chosen especially for Sitka residents. Coming soon from Jackie’s Hardscratch Press ([www.hardscratchpress.com](http://www.hardscratchpress.com)) is *Sideways Rain*, the memoir of a doctor who traveled the perilous Aleutian and Pribilof islands for 20 years on assignment for Native organizations. The story of Nancy Elliott Sydnam, M.D., told through her journal entries, poems, letters, and photographs, is planned for release by Dr. Sydnam’s 84th birthday in January 2013.

Donna Schuele has a chapter entitled “Love, Honor, and the Power of Law: Probating the Avila Estate in Frontier California,” in an anthology published in July 2012 by the University of California Press. The anthology, *On the Borders of Love and Power: Families and Kinship in the Intercultural American Southwest*, edited by David Wallace Adams and Christa DeLuzio, grew out of an annual symposium sponsored by the Clements Center for the American Southwest Studies at Southern Methodist University, along with the University of New Mexico and the Autry National Center.

Cynthia Scott (Claremont Graduate University) will have her paper “Sharing the Divisions of the Colonial Past: An Assessment of the Netherlands-Indonesia Shared Cultural Heritage Project, 2003–2006” published in the *International Journal of Heritage Studies*, forthcoming 2014 (and available on iFirst within the next few months). This paper was also accepted for the conference of the Alliance for Historical Dialogue and Accountability at the Institute for the Study of Human Rights, Columbia University, entitled “Local Memory, Global Ethics, Justice: The Politics of Historical Dialogue in Contemporary Society,” in New York in December 2012.

Kitty Sklar and Tom Dublin have retired from SUNY Binghamton—so they can get some work done. They have moved to Berkeley, where they continue to edit their online journal, *Women and Social Movements in the U.S. (WASM)*. Reconnecting with their California roots of the 1970s and ’80s, they look forward to meeting new and old friends at the 2013 WAWH meeting. There they hope to present aspects of their new online archive, *Women and Social Movements, International: 1840 to Present*. In the meantime, they encourage WAWH members to consider authoring document projects or writing book reviews for *WASM*. Contact them at [tdublin@binghamton.edu](mailto:tdublin@binghamton.edu) or [kksklar@binghamton.edu](mailto:kksklar@binghamton.edu).

Corliss K. Slack has a revised edition of her 2003 *Historical Dictionary of the Crusades* (Scarecrow Press) forthcoming this year, as well as a chapter in a work edited by Andrew Holt and Al Andrea, *Seven Myths of the Crusades*. She is due to deliver a paper for the American Society of Church Historians at the annual meeting of the American Historical Association in New Orleans, January, 2013, on “The Holy War at Home: Crusade Memorials in Great Britain.”

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## Member News (cont.)

Jennifer Stevens was recently appointed to the National Council on Public History's Consultants Committee.

Rosalyn Terborg-Penn received the Letitia Woods Brown Article Prize from the Association of Black Women Historians, Inc., at the Annual Meeting September 29, 2012. The article, "Migration and Trans-Racial/National Identity Re-Formation: Becoming African Diaspora Women," was published in the journal *Black Women, Gender and Families* (Fall 2011).

Jennifer Thigpen's article, "Desperately Seeking Mary: Materializing Mary Richardson Walker, Missionary" was published in the August 2012 issue of *The Public Historian*.

*Indigenous Women and Work: From Labor to Activism*, edited by Carol Williams (University of Illinois Press), will be available Oct 30, 2012, and includes contributions by Tracey Banivanua Mar, Marlene Brant Castellano, Cathleen D. Cahill, Brenda J. Child, Sherry Farrell Racette, Chris Friday, Aroha Harris, Faye HeavyShield, Heather A. Howard, Margaret D. Jacobs, Alice Littlefield, Cybele Locke, Mary Jane Logan McCallum, Kathy McCloskey, Colleen O'Neill, Beth H. Piatote, Melissa Rohde, Susan Roy, Lynette Russell, Joan Sangster, Ruth Taylor, and Carol Williams (intro).

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

Send submissions for Member News to Brittany Ferry at [networker@wawh.org](mailto: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.

### 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.

### Let Us Know!

The WAWH board and conference organizers want to know more about your views related to the conference. A survey is now posted at <https://www.surveymonkey.com/s/wawh>.

## Dear Friend,

We are writing to you on behalf of the Nupur Chaudhuri First Article Award of the Coordinating Council for Women in History (CCWH). In 2010, the CCWH created this award to honor the academic career and energy of Nupur Chaudhuri. Nupur, a long time member of the CCWH, served in several board positions including as co-president from 1995 to 1998. Despite an active career of teaching, publishing, and service, for years Nupur has supported the work and careers of junior scholars. Her support of others inspired the creation of this award.

Many of you know of Nupur Chaudhuri from her research and writing. Nupur is a prolific author of important articles such as "Memsahibs and Motherhood in Nineteenth-Century Colonial India," "Memsahibs and their Servants in Nineteenth Century," and edited collections such as *Contesting Archives: Finding Women in the Sources* (co-editor with Sherry Katz and Mary Elizabeth Perry (University of Illinois Press, 2010), winner of the WAWH Barbara "Penny" Kanner Prize; *Voices of Women Historians: Personal, Professional and Political*, co-edited with Eileen Boris (Indiana University Press, 1999); *Nation, Empire, Colony: Critical Categories of Gender and Race Analysis*, co-edited with Ruth Roach Pierson (Indiana University Press, 1998); and *Western Women and Imperialism: Complicity and Resistance*, co-edited with Margaret Strobel (Indiana Press, 1992).

Others of you know Nupur in her professional capacities as an untiring organizer and supporter of women's history and women in the profession of history. She has served the Southern Association of Women Historians, the National Women's Studies Association, and the National Collaborative for Women's History Sites in various capacities as well as a president of the Western Association of Women Historians (2005-2007).

The CCWH is conducting a fundraising drive to secure the future of this award. As someone who knows Nupur either professionally or personally, we hope that you will be able to contribute to the growth of the endowment fund for this award. Your contribution will both honor Nupur and support the work of junior scholars in the historical profession. Please send your tax-deductible donation to: Kathleen Banks Nutter, Sophia Smith Collection, Smith College, 7 Neilson Way, Northampton, MA 01063. By indicating Chaudhuri Prize on the memo line, your donation will be credited to the Nupur Chaudhuri Prize. Thank you for your donation of any amount.

Sincerely,

Sandra Trudgen Dawson  
Executive Director, CCWH

Amy Essington  
Membership Coordinator, CCWH

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## New Conference Committee

1. On-site Registration Coordinator (2012-2013)

Kat Cleland  
Portland State University  
katele@gmail.com

3. Future Site Coordinator (2012-2015)

Jennifer Thigpen  
Washington State University, Pullman  
jthigpen@wsu.edu

2. Program Production Coordinator (2012-2014)

Jennifer Helgren  
University of the Pacific  
jhelgren@pacific.edu

## Conversation Corner: Now What Do I Do? Creating Stable Careers without Tenure-Eligible Options

Pamela Stewart

Many women (and men) in academia find themselves in full- or part-time academic jobs that past practices would dictate “won’t lead anywhere,” least of all to a tenured job. For many reasons, this is a reasonable determination. I find one of the greatest strengths of WAWH is its incorporation of a significant range of scholars whose careers do not follow a traditional path, however defined. My observation is that our membership may be particularly useful for helping junior and seasoned scholars and teaching-scholars develop creative opportunities for reasonably stable careers that accommodate the changes now inherent in college and university systems.

So I’d like to put forth alternate considerations that may suggest ways to accomplish a steady job path, if not necessarily tenure, given the realities at hand. I see this initial foray as an attempt to start a conversation that WAWH members can pursue among ourselves at our annual conferences (panels?), among our colleagues, with graduate students, and otherwise (a recurring *Networker* column?). I don’t have all the answers, but making visible our experiences may help. But any level of success rests in (1) understanding our personal and scholarship strengths and priorities, (2) noticing changes in academic structures and cultures, (3) being proactive and visible in taking advantage of those changes, and (4) perhaps most important, working to accept that adapting what we thought would be our career path is not failure or of “lesser” value.

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Sometimes we have to look around us, consider our gut-level passions in our careers, and figure out a way to keep our focus on our strengths, even as we adapt to change.

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A brief bio: I did not start college until my thirties after having five children. I received a BA from the University of North Texas, and an MA and PhD from the University of Arizona (2006), where I also had the good fortune to get solid teaching experience. That path was not a smooth one; my student loans outpaced many in the medical profession, and I shifted my research focus from the early-modern Ottoman world to France’s Third Republic along the way. However, that unconventional process has proven useful to me in ways I couldn’t imagine, especially when called upon to teach most anything and everything and adapt my research agenda.

I have taught at Arizona State University for over ten years, first in the honors college as I completed my PhD, then in the

history department where my teaching experience developed at a rapid pace in wide-ranging courses, and now on the newer Downtown Phoenix campus, where I am essentially the historian on campus, teaching in a multidisciplinary unit that serves the general studies course needs of all students on this campus, among other roles. I was on the job market for some time, getting solid on-campus interviews, and coming in second to those from programs held in high esteem. Then one day in recent years, I realized that while no tenure could await me in my present position, I basically had the job I was applying for at small liberal arts colleges—though without research funding. So, here I am, functioning as I might in a small humanities unit where I applied for jobs to teach some version of “everything except...” Teaching eight distinct courses per year, I have no 100% security—and no research funding.

I was privileged to receive the Coordinating Council for Women in History Catherine Prelinger award for my dissertation research, but for a variety of reasons I am not (yet?) the strongest candidate for

## Conversation Corner: Now What Do I Do? Pamela Stewart

the sort of funding required for the extended time in Francophone Europe needed to write the book I want to write associated with that work. This year I am submitting the last of what I can reasonably publish from my dissertation research, and earlier I became concerned about what this meant for my scholarship development, although I am not required to publish.

More and more, universities are hiring for positions that will not fund research. This can exacerbate the already-common divide between the rhetoric that commends excellence in teaching given the role it plays in student retention (all important in the era of budget cuts and otherwise) and the ancient structures of colleges and universities based in a hierarchy that prioritizes research—especially research that brings in large-scale grants—and keeping the rules the same. I am a fan of innovative research and think tenure a fine way to insure some great minds have the time and security to ask important questions and not get too kicked around for doing so. But what about the positions being filled that fundamentally deny a reasonable opportunity to do what we have been trained to do, often what we love to do, and what might also help answer important questions?

At my core, I am interested in changing urban spaces and working women in the later nineteenth and early twentieth centuries who occupied them. How do women-headed households survive—even thrive—during that era? I also continue to notice that women's participation in athletics, even competitive sports, has a direct correlation to developing equality for women and girls—and often reveals important cultural and social concerns. Why can't I investigate those questions close to home? Sometimes we have to look around us, consider our gut-level passions in our careers, and figure out a way to keep our focus on our strengths, even as we adapt to change.

In an upper-division class in my Women in U.S. History course this week, students were discussing how Theda Perdue's *Cherokee Women* exposes adaptation to circumstances, many beyond women's direct control. Their efforts reveal resourcefulness, devotion to cultural past, and creative responses to conditions they did not imagine just one generation earlier. In the broadest of terms, is that so different from what we face? Perdue emphasized that adaptation is a strength; it is neither passive nor weak. Noticing adaptation among Cherokee women argues for women's awareness of their goals, strengths, and changing circumstances; an individual and collective willingness to actively engage with those changes; and a recognition they were not failing themselves or their people.

It took me a few years to set aside (except for sometimes) the idea that I have not yet accomplished what I thought I would or needed to. My publications lag behind my preferred pace and the revolutionary cohort of French women I long to pursue await my return to the archives. But knowing my personal and professional strengths and priorities, observing and even taking advantage of the changes that surround me here at ASU, and changing my mental attitude about a path that does not match the one I was taught to follow have freed me to see alternatives I could not see otherwise. Perhaps our study of women in the past and examples of creative adaption by women today can inspire and motivate many more to rework their place in their world, rather than simply the world reworking them.

## ***California Women Win the Vote*** **by Martha Wheelock and Jane Guthrie**

California women won their right to vote nine years before the federal amendment. This new documentary, *California Women Win the Vote*, takes the viewer through the stages and strategies of that pioneering suffrage victory. Since California was won not by big suffrage marches but by personal, one-on-one canvassing, innovative publicity tactics, auto tours and street corner speakers, the script and images are taken from first-hand accounts, newspaper reports, and historic photos and materials. It comes in 39- and 27-minute versions. There is a WAWH discount rate of \$40 for colleges and \$25 for individual use, including shipping and tax! Anyone interested can contact Martha Wheelock at [mwheelock@sbcglobal.net](mailto:mwheelock@sbcglobal.net) or visit [wildwestwomen.org](http://wildwestwomen.org) for more information.

### **Conferences**

The Southwest Oral History Association (SOHA) will hold its annual meeting “Reinventing Realities: Creating Identity and Community through Oral History” at the University of Nevada Las Vegas, April 4–6, 2013. The conference always includes interesting panels and workshops with a focus on race, gender and ethnicity. For more, see [www.southwestoralhistory.org](http://www.southwestoralhistory.org)

The Victorian Interdisciplinary Studies Association of the Western United States (VISAWUS) will hold its 2013 conference in Portland, Oregon, November 14–16. Information related to the CFP will be available on the website ([www.visawus.org](http://www.visawus.org)).

### **Call for Papers** **American Society of Church History, Spring 2013 Meeting**

The Program Committee invites ASCH members and others to submit paper and session proposals on any aspect of the history of Christianity and its interaction with culture.

We particularly encourage proposals that explore the religious history of the North American West. This theme is broadly construed: “West” encompasses both geographical and ideological/conceptual reference; historical coverage is expected to span the pre-colonization era to the present; and treatment may include application of issues and insights to the larger history of Christianity. We anticipate sessions that treat a diversity of experiences and issues, including pre-Christian religious traditions, territoriality and the concept of the border, the intersection between evangelizing projects and indigenous spirituality, the nature of colonization (and how the “West” both emerged and was imagined), the impact of migration movements on the religious landscape, new religious movement or religious innovation, and the importance of the “West” for America’s foreign missions.

We welcome individual and group proposals of formal papers, panel and roundtable discussions, consideration of a major recent book, and other relevant themes and issues. Panels should exhibit diversity of gender, rank, and scholarly location in their composition.

Proposals for single papers and complete sessions should be submitted by email to Jehu J. Hanciles ([jjhanciles@emory.edu](mailto:jjhanciles@emory.edu)), chair of the Program Committee. The deadline for proposals is December 15, 2012.

## Preparing for the History PhD Comp Examination by Jennifer Robin Terry

This year, hundreds of PhD candidate hopefuls in history departments across the nation will endure that rite of passage known as the comprehensive exam (a.k.a., the qualifying exam, quals, orals, comps, etc.). From start to finish, this can be a daunting and all-consuming task. But, good preparation and careful organization can make the process manageable and even enjoyable. Exam requirements and format vary widely by department. However, the following are generally good practices to observe throughout the process.

### Seek Advice

When considering potential committee members, fields, and book lists, seek advice from other graduate students in your department who have already passed their exams. They can be a wealth of knowledge and save you a lot of time.

### Adhere to Deadlines

It is a good idea to note the deadlines for things like committee formation, form submissions, and exam date requests. Also, keep in mind that oftentimes, submission of your dissertation prospectus is required concurrently or soon after exam completion. Put all of these dates into your calendar well in advance and set reminders for yourself so the dates do not catch you by surprise.

### Get Organized

You will need to read analytically and extensively—perhaps more so than you ever have before. Find a location that works for you in terms of noise level, light, space, and ambience. Make a reading schedule and stick to it. Be sure to include breaks in your schedule. This will give you time to process what you've studied. This schedule may need adjusting in the first few weeks, but soon you should get into a rhythm that works for you.

### Set Goals and Reward Yourself

Set incremental goals and reward yourself when you reach those goals. Goals should be reasonably set, perhaps according to time or volume of material covered. Consider healthy rewards that will not expand your waistline or leave you with a hangover. Save the major reward for after the successful completion of the exam.

Good luck! I hope to see many new PhD candidates at the WAWH conference in Portland next May!

### See Also

The following websites and blogs provide more detailed advice that may be specifically applicable to the requirements and format of your department's particular exam.

- An excellent blog by a PhD candidate in Stanford University's history department:
- Cameron Blevins's "Surviving Qualls": <http://historying.org/2012/01/11/surviving-quals-part-i-laying-the-groundwork/>
- For sample books lists on a variety of fields, see <http://history.uchicago.edu/graduate/orals.shtml>
- For advice on book selection and taking the exam, see Zachary Schrag's "The Comprehensive Exam": <http://historyprofessor.org/exams/the-comprehensive-exam/>
- David Brooks's personal experience with the comprehensive exam, "As Smart as I'll Ever Be": <http://chronicle.com/article/As-Smart-as-Ill-Ever-Be/125792/>
- A historical perspective on the exam: Thomas H. Appleton Jr.'s "The Qualifying Exam: A View from the Past": <http://www.historians.org/perspectives/issues/2011/1104/1104timl.cfm>

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