

Center for Women's History Early Career Workshop 2017-2018

Julia Bowes

Bio: Julia Bowes is a PhD Candidate at Rutgers University in US Women and Gender History. Her scholarship combines legal, political and gender history to explain how race, manhood and the family shape politics and governance in the United States. In 2016, she held a Woodrow Wilson Fellowship in Women's Studies and presently holds a Jefferson Scholars National Fellowship for political history at UVA.

Abstract: "Invading the Home: The Child, The Rise of the Liberal State and the Gendered Origins of Modern Conservatism 1852-1933" explores how the rise of the modern liberal state in the U.S. challenged male rule in the family by assuming direct responsibility for the governance of children's lives. I argue the introduction of compulsory schooling, child labor and mandatory vaccination laws provoked a gendered anti-statist politics rooted in the defence of the white patriarchal family. The dissertation traces the emergence of a network of conservative activists that united Americans across class and faith lines in a defence of the sovereign family to arrest the expansion of state power.

Emily Brooks

Bio: Emily Brooks is a Ph.D. candidate in the history department at the Graduate Center, CUNY and a Humanities Alliance Teaching Fellow at LaGuardia Community College. I have taught the second half of the U.S. History survey course at Hunter College and LaGuardia, and I will be teaching my first section of Women and Gender in U.S. history this fall. I am originally from the Baltimore and Washington, D.C. area, but I have lived in New York City for the past six years.

Abstract: My dissertation explores anti-vice policing in New York City during World War II from the perspectives of gender history and urban history. The mobilization for war presented political opportunities to expand policing in the name of preventing prostitution, juvenile delinquency, gambling, and urban disorder. I examine how New York City Police Department leaders and municipal politicians seized these opportunities and encouraged officers to enforce anti-vice laws differently based on the perceived gender, as well as the race and class, of New Yorkers.

Rachel Corbman

Bio: Rachel Corbman is a PhD candidate in Women's, Gender, and Sexuality Studies at Stony Brook University. She also holds a graduate certificate in archives from New York University, and has been a member of the coordinating committee of the Lesbian Herstory Archives for the past five years. Her research interests include the history of U.S. social movements, feminist and LGBTQ activism, and the relationship between social movements and the formation of interdisciplinary fields of study.

Abstract: "Conferencing on the Edge: A Queer History of Feminist Field Formation, 1969-1989" uses academic conferences to trace the infrastructural and intellectual history of U.S. feminist and queer field formation, spanning the institutionalization of the first women's studies programs

in the 1970s and the development of gay and lesbian studies in the late 1980s. Based on extensive archival research, each chapter excavates a conference's history from its planning, to the event itself, to the conference's afterlife as a frequently referenced event in feminist and queer scholarship. Because conferences are time and space bound events that are imagined to literally generate discourse, I use conferences to pivot between a textured historical analysis of an event and a broader discussion of field formation.

Danielle Dumaine

Bio: Danielle Dumaine is a PhD candidate at the University of Connecticut. Her research interests include gender and sexuality, race, women's liberation, and capitalism. She is the Aldo Dedominicis fellow for the study of Italian American history.

Abstract: My dissertation, *Selling Herself: Diane di Prima, Desire, and Commodity in the Postwar United States*, is focused on women's self-commodification in the twentieth century. Using the methodologies of women's and gender history, the history of capitalism, and feminist and queer theory, I argue that after World War II and amidst the reconfiguring of global capitalism and the rise of the liberation movements of the 1960s and 1970s new ideas of the self as both a political actor and saleable commodity emerged. This work builds off of recent developments in the history of capitalism and the history of sexuality while bringing the tools of both to bear on the other.

Elisabeth Eittreim

Bio: Elisabeth Eittreim received her PhD in History from Rutgers University in October 2015 where she majored in Women's and Gender History. She also holds a Masters in Human Rights from Columbia University, a Masters in Teaching from Quinnipiac University, and a Bachelors in Arts from the University of Virginia. Elisabeth teaches U.S. Women's History, U.S. History, and Human Rights History at Rutgers University in Newark. received her PhD in History from Rutgers University in October 2015 where she majored in Women's and Gender History. She also holds a Masters in Human Rights from Columbia University, a Masters in Teaching from Quinnipiac University, and a Bachelors in Arts from the University of Virginia. Elisabeth teaches U.S. Women's History, U.S. History, and Human Rights History at Rutgers University in Newark.

Abstract: "The Teachers' Dilemma: Gender, Empire, and Education, 1879-1918" examines two experimental initiatives launched by the U.S. government as it aimed to assimilate and pacify American Indians and Filipinos: the Carlisle Indian Industrial School in Pennsylvania (1879-1918) and the transportation of one thousand American teachers to establish a modern school system in the Philippines, beginning in 1901. These projects relied upon teachers who negotiated their roles as powerful purveyors of cultural knowledge, alternately reinforcing and challenging dominant understandings of citizenship, race, and gender. Although the manuscript interrogates issues of gender, I anticipate that participating in the Early Career Workshop will push me to move beyond arguments involving the expectations and experiences of male versus female teachers to making more complex claims regarding the gendered meaning of these imperial projects for the nation.

Cara Kiernan Fallon

Bio: Cara Kiernan Fallon is a PhD candidate in Harvard's History of Science department. Her research focuses on the intersection of gender, aging, and disability in modern American culture. Prior to graduate school, she earned a master's degree in public health and completed her undergraduate degree in the History of Science/Medicine at Yale.

Abstract: My dissertation examines the cultural experiences of aging in twentieth-century America. I analyze the impact of gender on a series of conditions commonly experienced by the elderly—falls, canes, wrinkles, and cognitive decline—buttressed on either end with an analysis of the stages of life envisioned in the late nineteenth century and their remapping at the turn of the twenty-first. This project seeks to understand the ways social stigmas have been exacted differently upon women and men, how cultural concerns about aging bodies have interacted with medical treatments, and the ways the American way of life has reoriented around a quest for health envisioned in resisting aging, and the new modes of stigma produced by this orientation.

Deidre B. Flowers

Bio: Deidre B. Flowers is a 2017 graduate of Columbia University in the City of New York, from which she earned her Doctor of Philosophy degree in History and Education. Her dissertation is entitled, "Education in Action: The Work of Bennett College for Women 1930 – 1960." Dr. Flowers earned her Bachelors (BA) degree from Hampton University; a Master of Public Administration (MPA) degree from Syracuse University; and a Master of Education (ED.M.) degree from Teachers college, Columbia University. She has several years of administrative experience in the public and nonprofit sectors, and is a lifelong resident of Harlem; and is currently an Assistant Professor in in the College of Education at William Paterson University in Wayne New Jersey.

Abstract: I will be working on revising chapter five of my dissertation, Student Protest and Activism at Bennett College for Women, 1930 - 1960. The chapter explores Bennett's students' engagement in protest and activism over three decades during a period that coincides with the Long Black Student Movement (LBSM); and their activism mirrors the characteristics embodied in the actions of student protestors from the 1920s and was directed toward off-campus issues that affected their lives as American citizens. The chapter draws connections between student lives and the local, national, and international events that affected them. I expect the chapter to chronologically trace and identify the type of protest and activism students engaged in; the issues around which they organized; and the strategic partnerships developed between the college and its students with government agencies, and local and national organizations. Additionally, I expect it to reveal the institutional and community supports that undergirded Bennett students' ability to participate in protest activity during this period; and how their engagement in protest and activism challenged the gender roles, norms, and expectation for women, and what their engagement in these activities reveals about their college experience.

Alexi Garrett

Bio: Alexi Garrett is a Ph.D. candidate in early American history at University of Virginia. Alexi grew up in Iowa City and received her B.A. in History, English, and Women's Studies from St. Olaf College. Before graduate school, she worked in higher education publishing in NYC, and can't wait to return to the Big Apple as a part of the Early Career Workshop!

Abstract: I seek to reveal how slave-owning businesswomen helped drive the early national South's political economy through their investment in capital-heavy enterprises (such as salt mines and ironworks). Often single or widowed, these "feme sole" women could exercise the same legally explicit economic power as male masters and investors. I will determine the many ways in which these women's legal privilege and access to slave labor granted them access to financial and social opportunities in their regional communities.

Yvonne Garrett

Bio: Currently pursuing her Ph.D. in History & Culture at Drew University, Yvonne Garrett holds an MA-Irish Studies (NYU-2014), MLIS-Archiving (Palmer-2014), MA-Humanities & Social Thought (NYU-2010), MFA in Fiction (The New School-2008), and a BA-English (Smith College – 1985). Current academic work focuses on American Feminism, Punk Rock & DIY culture, Digital Humanities, women & labor activism, the politics of archiving, post-colonial & gender theory, and Irish & Native American literatures. She works full-time as Assistant to the Dean of Undergraduate Studies at The New School, part-time as Senior Fiction Editor at Black Lawrence Press, and has taught creative writing at Manhattanville College and the Brooklyn Veteran's Center.

Abstract: My project focuses on the experimentation and formation of identity(ies) by women within the 1980s broader American (sub)culture American loosely termed "punk" and explores the importance of gender as a primary category of identity and whether gender was a negotiable category within specific American subcultural movements. Central to the narrative of my dissertation is the work of the experimental and self-described "punk rock" writer Kathy Acker and that of the highly lauded "No Wave"/punk performer and author Lydia Lunch. Working with the substantial archival holdings on Acker at NYU and Duke as well as the Smith College oral history archive "Women in Rock," the aim is to write against the marginalization of women in histories of the 1970s-1980s DIY and punk rock scenes while also working to fill in the gaps represented by the majority of critical work done on histories of American subculture(s) that positions the 1990s as central to women's narratives and the women of the 1970s-1980s as non-existent.

Anna K. Danziger Halperin

Bio: Anna K. Danziger Halperin is a doctoral candidate in the Department of History at Columbia University focusing on comparative social policy, gender, and childhood. Her dissertation comparatively analyzes child care policy in Britain and the United States. Her article, "'Cinderella of the Education System': Margaret Thatcher's Plan for Nursery Expansion in 1970s Britain" was recently published in the journal *Twentieth Century British History*.

Abstract: My dissertation comparatively analyzes child care policy in Britain and the United States from the 1960s to the 1990s, highlighting proposals for the creation of universal, public programs in both countries in the early 1970s. Although never fully implemented, these failed policies raise questions about conceptions of motherhood, child-rearing, and children's needs, and how policymakers and other stakeholders viewed the role of state interventions in the private realm. Conflicting visions of child care as an educational intervention versus a welfare service—as a universal provision benefiting all children versus a means-tested program targeted to low-income families, largely non-white single mothers—explain a second tipping point: the divergence in the two countries' child care policies in the 1990s.

Brenna Holland

Bio: Brenna received a B.A. in History and Molecular Biology from Colgate University and holds a Ph.D. in history from Temple University. She is currently a Research Associate at the McNeil Center for Early American Studies as she revises her book manuscript. Her research focuses on the cultural and economic history of the early American republic, with particular interest in the intersection of gender and capitalism in early national Philadelphia.

Abstract: Brenna's book manuscript, "Free Market Family: Stephen Girard and the Culture of Capitalism in Philadelphia", aims to remedy the absence of women and gender in histories of capitalism by approaching that history from the perspective of the family. Focusing on the women, children, servants, and slaves in the household of Philadelphia merchant-turned-banker Stephen Girard (1750-1831), the fourth richest American of all time, the book uncovers how family worked as both model and metaphor as Americans struggled to build a new nation, while free market ideology worked at times to both complement and contradict that project of nation-building.

Nick Juravich

Bio: Nick Juravich is the Andrew W. Mellon Foundation Postdoctoral Fellow in Women's History at the New-York Historical Society. Nick received his Ph.D. from Columbia University in 2017, where his research was supported by the Jacob K. Javits Fellowship and the National Academy of Education/Spencer Dissertation Fellowship.

Abstract: My manuscript is titled "The Work of Education: How Community Educators Transformed Schools, Cities, and Unions." The project analyzes the creation and development of programs that brought thousands of working-class Black and Latina women into public schools as paraprofessional educators in the 1960s and 1970s. "The Work of Education" explores the lives and labor of these educators and examines the ways their organizing shaped public schools, freedom struggles, social welfare, and the labor movement.

Sarah Litvin

Bio: Sarah Litvin was a 2016-2017 Mellon Pre-doctoral fellow at the Center for Women's History and has stayed on to create the Early Career Workshop! Sarah is also a 5th year PhD

candidate at the CUNY Grad Center and the Interpretive Planner for a new museum, the Reher Center for Immigrant Culture and History, in Kingston, New York. She earned her undergraduate degree in History and Jewish Studies from Oberlin College and worked in education and exhibit design at the Lower East Side Tenement Museum from 2008-2013.

Abstract: My dissertation uses the upright parlor piano as a lens through which to explore gender roles in the late-19th and early 20th century US. Whereas common knowledge both then and today suggest that the parlor piano was an instrument through which women displayed and maintained women's roles of accomplished gentility, I argue that women used the upright parlor piano as a tool through which to explore and forge new identities both inside and outside the parlor. With the Early Career Workshop, I'll be working on a chapter that explores how and where various types of women ca 1890-1920 learned the meaning of the upright parlor piano.

Nicole Mahoney

Bio: Nicole Mahoney is a Ph.D. candidate in American History at the University of Maryland, College Park. Her primary research interests include early American social and cultural history, the eighteenth-century Atlantic World, and comparative literature. Nicole earned a B.A. in History and French Studies from Wagner College and an M.A. in History and Literature from Columbia University. She has worked for the New-York Historical Society, the Historical Society of Pennsylvania, the National Constitution Center, and the Gilder Lehrman Institute of American History.

Abstract: Her dissertation, "Liberty, Gentility, and Dangerous Liaisons: French Culture and Polite Society in Early National America," explores how elite Americans in the second half of the eighteenth century used the culture of French gentility to manage social change and reinforce class boundaries. In it, she traces how the intricacy of French courtly culture, emanating from its epicenters at Versailles and Paris during the reign of Louis XV (1715-1774), raised the standards and expectations associated with polite society out of the reach of ordinary Americans and created a superstratum of genteel performance. Not content to be passive consumers of British goods on the fringes of empire, many Americans used the values and vestiges of French courtly culture to proclaim that they were instead dynamic cosmopolitan actors capable of competing in transatlantic communication, economic, and intellectual networks.

Yael Merkin

Bio: My name is Yael Merkin, and I am Ph.D candidate in History at Harvard University. I was born and raised in Manhattan, and the New-York Historical Society is where much of my dissertation research is based. I hope to devote this year primarily to writing, and am incredibly excited to be a part of this community of scholars!

Abstract: My dissertation, "We Were Much Afraid of Our Voices For A Long Time: Women and Power In Gilded Age New York," argues that female elites are a critical and unexplored nexus between the history of that time and place, and of women's and gender history. Using the tenets

and methodologies of both fields, it excavates the unconventional power afforded women by their wealth, as well as the ways they found meaning in their privilege. Afforded the time, space, and means to leave a record for posterity, female elites have bequeathed historians a rich trove of letters, diaries, and household and business accounts. Retrieved from the men's and dynastic collections in which they frequently are buried, these sources paint a newly human—and far from sanitized—portrait of some of the era's most formidable actors, male and female alike.

Diana Moore

Bio: Diana Moore is a Ph.D candidate in modern Italian history at the Graduate Center, CUNY. She works at both John Jay College and Adelphi University, where she teaches a global history of sexuality, a course on nineteenth-century reform movements, and various global surveys. Her research interests include nationalism and transnational networks, the history of philanthropy and charity, infant abandonment, childhood and the family, education, women in nursing and medicine, and women's roles in writing, journalism, and publishing.

Abstract: My project, "Transnational Nationalists: Cosmopolitan Women, Philanthropy, and Italian State-Building 1850-1890," challenges the conception of Italian Unification and state-building as an accomplishment of Italian politicians and generals through an examination of networks of transnational female revolutionaries and philanthropists who shaped both processes. I focus primarily on five middle-class women living in England (Sara Nathan, Giorgina Saffi, Jessie White Mario, Julia Salis Schwabe, and Mary Chambers) who were active in both revolutionary networks before Italian Unification and philanthropic networks afterwards. The project challenges the commonly-held distinctions between the public secular political sphere and the private religious philanthropic sphere by revealing how these women, taking advantage of a period of fluidity and weakness in the Italian state, exerted their authority through private non-state organizations.

Mary Phillips

Bio: Mary Phillips received her Ph.D. in African and African American Studies at Michigan State University and currently works as an Assistant Professor in the Department of Africana Studies at Lehman College, City University of New York. Her research work focuses on women and gender in the Black Panther Party. She is writing the first scholarly biography on a woman in the Black Panther Party, *A Spirit on a Sword: Ericka Huggins' Life as a Panther, Educator, and Activist* which explores the life, work, and thoughts of Huggins, a largely overlooked architect of the Black Panther Party.

Abstract: *A Spirit on a Sword: Ericka Huggins' Life as a Panther, Educator, and Activist* offers an in-depth biography on the intellectual contributions and social justice work of Ericka Huggins, a high-ranking yet understudied figure in the Black Panther Party (BPP). Huggins served in many capacities including working as editor of the BPP newspaper and serving as director of the Oakland Community School, the BPP's elementary level institution during her 14-year tenure in the BPP. Employing an interdisciplinary black feminist methodology, Phillips incorporates the perspective of Huggins by drawing on extensive interviews that she conducted with her as well

as with community workers and other Panther members on such matters as leadership, teaching and administrative experience, and collaborative networks.

Ashley Walters

Bio: Ashley Walter is a Ph.D. candidate in Jewish History at Stanford University. My research focuses on the history of Russian Jewish immigration to the United States with an emphasis on women's history. I currently live in Philadelphia with my husband and daughter.

Abstract: My dissertation is tentatively titled, "The Immigrant Life of Mother Russia: Russian Jewish women in Progressive America," and explores the intellectual and emotional trajectory of a small cohort of Russian-born Jewish women who were active on the American radical left. Each of these women were published writers, household names, and prominent in progressive intellectual circles. I focus on their lives, their engagement with American political and cultural questions, as well as America's treatment of them throughout their course of their lives.