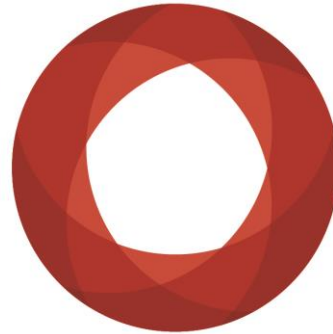


ARIZONA  
WOMEN'S  
HISTORY  
 ALLIANCE



# *Arizona Women's History Symposium*

## *Arizona Women: Advocating for Change*

*Arizona Heritage Center*

*Tempe, Arizona*

*October 12, 2018*

*Sponsored by the Arizona Women's History Alliance*

The Arizona Women's History Symposium is funded by an Arizona Humanities grant to the Arizona Women's History Alliance (AWHA). Other funders include the Arizona Archives Alliance, the School of Humanities, Arts and Cultural Studies-ASU West and the Public History Program-ASU. Sponsors include the Arizona Heritage Center and AWA affiliates the Arizona Women's Hall of Fame and the Arizona Women's Heritage Trail.

**Funders:**



**Public History Program, Arizona State University**

**School of Humanities, Arts and Cultural Studies, Arizona State University**

**Sponsors:**



**ARIZONA HERITAGE CENTER**  
ARIZONA HISTORICAL SOCIETY

**Videographer: Derick Washington**

## *Program, 3<sup>rd</sup> Arizona Women's History Symposium*

**8:15-8:30 a.m.** Registration

**8:30-8:35 a.m.** Welcome: Melanie Sturgeon and Joan Faye Meacham

**8:35-9:15 a.m.** Keynote Speaker: Molly Murphy MacGregor, "Women's History Matters"

**9:15-10:15 a.m. Opening the Door**

Heidi Osselaer: Before and After Women's Suffrage

Janolyn Lo Vecchio: Arizona Women's Legislative Battle to Serve on Juries

**10:15-10:30 a.m.** Break

**10:30 a.m.-12:00 noon. Advocacy and Change Over Time**

Laura Muñoz: *Romo v. Laird*: The Feud Between Mrs. Peralta and Governor Hunt

Anna Ochoa O'Leary: The Women of the 1983 Copper Strike

Michelle Hale: American Indian Women Building Community from the Ground Up: Profiles of Change-makers in Action

**12:00 noon - 12:45 p.m.** Lunch

**12:45 – 2:00 p.m. Fighting for the Future of Arizona's Public Schools**

Sharon Kirsch: Women Leading the Charge: The Case of SAVE OUR SCHOOLS

Rebecca Garelli: Empowering Arizona's Educators: The Case of Red4Ed

Vanessa Arredondo: Taking Note of Women Organizing on the Ground-Red4Ed

**2:00 p.m-3:00 p.m. Researching, Writing, and Advocating for Arizona Women's History**

Gloria Cuádras: Researching Mexican Women Cotton Workers in the Salt River Valley

Duku Anokye: By the Time They Came to Phoenix- African American Women Take Their Place in the Sun

**3:00-3:15 p.m.** Chocolate Break

**3:15-4:20 p.m. Open Forum: Audience & Speakers Discussion**

**4:20-4:30 p.m. Wrap-up and evaluation**

## *Symposium Goals*

The Symposium has a two-fold objective: first to explore the history of Arizona women advocating for change; second to stimulate participants' thinking about the research and writing of women's history and inspire some to write their own stories.

Throughout the day we will explore the shared experiences of Arizona women from all walks of life. We will learn about and gain an awareness of and appreciation for the role Arizona women have played in advocating for social, political, cultural and economic change within our communities and state. We will foster thoughtful and lively discussions on historical topics, engage participants by providing context, depth and perspective, weighing facts and considering different points of view. We will encourage learning about how to research and write the history of Arizona women.

The Symposium invites us to think about the ways that Arizona women's past efforts, strategies, successes and failures can provide insight into present advocacy efforts.

## *Researching and Writing Women's History*

One of the goals of this Arizona Women's History Symposium is to stimulate thinking about the research, writing and interpretation of women's history.

Many readers and writers think of the word history in terms of "his" story or "her" story and their writing reflects this "story" approach to history in which there is no critical thinking, no thoughtful analysis and no historical context. The etymology of "history" is the Greek word "historia," meaning inquiry - a systematic investigation into a subject by asking questions, finding clues and providing thoughtful and well-reasoned analysis and interpretation.

Historical analysis involves examining evidence carefully and breaking it into its component parts including: change over time; comparing and contrasting, discovering relationships; identifying motives; recognizing bias and underlying assumptions; making inferences and finding evidence to support generalizations. Sometimes this analysis provokes contradiction or controversy, but it is critical that the writers and readers of history be willing to listen to and to understand another's viewpoint.

## Speaker Biographies



**Duku Anokye** is an Associate Professor of Africana Language, Literature, and Culture, Associate Director of the School of Humanity Arts and Cultural Studies (SHArCS), and Director of New College International Initiatives, office of Interdisciplinary Global Learning and Engagement (IGLE) at Arizona State University. She earned an MA from Federal City College in Audiology and Speech Science and Urban Linguistics, and MA and PhD degrees in Linguistics from City University of New York Graduate School and University Center. A sociolinguist, her research focuses on African Diaspora orality and literacy practices, folklore, discourse analysis, and oral history with a specialization in Ghanaian culture, religion, storytelling, and dance. Her book, *Get It Together: Readings About African American Life*, published by Longman, is an anthology of interdisciplinary readings that provide historical context for issues in the African American Experience. Dr. Anokye's work in oral history and on community mothers has led her to produce several documentaries on local African American women activists including Betty and Jean Fairfax and Judge Jean F. Williams, Fatimah Halim and others.

**Vanessa Arredondo** has been an educator for five years and has taught 2<sup>nd</sup>-4<sup>th</sup> grade. She is the first person in her family to graduate from college. She has a Bachelor's Degree in Elementary Education and a Master's Degree in Applied Behavioral Analysis from Arizona State University. She has SEI, English as a Second Language and Spanish Bilingual K-8 Endorsements. Vanessa has also worked for agencies that service students with special needs. She worked in the Roosevelt School District in Maricopa County, Somerton School District in Yuma County and is currently teaching third grade in a rural school in La Paz County. She was nominated to be the "K-2 Teacher of the Year" in Yuma County. She is currently working towards National Board Teacher Certification. She is a lead organizer for Arizona Educators United.

**Gloria Cuádriz** is an Associate Professor of Sociology in the School of Humanities, Arts, and Cultural Studies at Arizona State University. She earned her masters and doctorate in Sociology from the University of California, Berkeley. She publishes in the areas of Chicana/os and higher education, theory and methods in oral history. Arizona Chicana/os labor history, feminist methods and testimonio. She is co-editor of *Mexican Workers and the Making of Arizona* (Tucson: University of Arizona Press, 2018) and co-editor of *Claiming Home, Shaping Community: Testimonios de los Valles* (Tucson: University of Arizona press, 2017) and is a member of the Latina Feminist Group, co-authors of *Telling to Live: Latina Feminist Testimonios* (Duke University Press, 2001). In 2013 she was awarded the Arizona Humanities Council Dan Shilling Public Humanities Scholar Award for her community-embedded oral history research documenting the stories of Mexican and Yaqui communities who lived and worked in the labor camps of what was once the Southwest Cotton Company and later Goodyear Farms. From 2014-2017 she was the Co-lead Editor of *Chicana/Latina Studies: The Journal of Mujeres Activas en Letras y Cambio Social*.

**Rebecca Garelli** has been a professional educator for 15 years, focusing much of her career on teaching middle school math and science. She earned a B.S. in Elementary Education from De Paul University and an M.Ed. in Science Education from Loyola University. Since 2008 she has been working as a Science Educational Consultant for Lab-Aids, Inc., providing professional development for K-12 science teachers. She also worked as a Professional Development Leader for Loyola University's Center for Science and Math Education for 10 years. In 2015 she joined the staff at DePaul University as a Science Instructional Coach for the Next Generation Science Standards (NGSS) Collaborative, a working group of three universities in Chicago that provided professional development support and guidance for teachers, administrators and districts to ensure that all students have access to and receive a rigorous, high quality science education. She also worked as a part-time adjunct professor at DePaul where she taught a NGSS seminar for educators. She worked closely with K-12 teachers within the Chicago Public School District providing professional development workshops and on-on-one coaching. Since moving to Arizona in 2017, she has been working in the Alhambra Elementary School District in Phoenix teaching 6<sup>th</sup> grade math and science. She co-founded Arizona Educators United (AEU) in March 2018 and continues to serve as a Lead organizer for AEU and the RedforEd Movement.

**Michelle Hale** is Laguna, Chippewa, Odawa and a citizen of the Navajo Nation from Oak Springs, Arizona. She received her masters and doctorate from the America Indian Studies program at the University of Arizona. She is an Assistant Professor of American Indian Studies at Arizona State University, senior sustainability scholar with the Julie Ann Wrigley Global Institute of Sustainability and Honors faculty for Barrett, The Honors College. Professor Hale's scholarship examines issues of tribal governance, public policy, state-tribal relations, community development and planning. She is currently working on articles that explore state-tribal partnerships and co-management of natural resources in the Southwest and the role of Navajo women in grassroots activism and education for enhanced community development. An upcoming book for the University of Arizona press, "*Doing for Themselves: Navajo Community Development Through Localized Decision-Making and Planning*," advocates for comprehensive planning practices and planning education that are tailored to the culture, history and needs of the Navajo people. Her chapter, "Empowered Sovereignty for Navajo Chapters Through Engagement in a Community Planning Process," in *Navajo Sovereignty: Understandings and Vision of the Dine People* (Tucson: University of Arizona Press, 3<sup>rd</sup> edition, 2017) reflects Hale's interdisciplinary approach and consideration of ways that community-based planning can Indigenize development process and policy to achieve culturally appropriate outcomes.

**Sharon Kirsch** is one of the six angry moms who cofounded Save Our Schools Arizona a year and a half ago and one of the thousands of volunteers across the state who fight every day to protect public education in Arizona. When not volunteering with Save Our Schools she is an Associate Professor of English and Rhetorical Studies in the School of Humanities, Arts and Cultural Studies at ASU West. She serves as Faculty Honors Advisor for Barrett, The Honors College. Before earning her Ph.D. at the University of Buffalo, she spent four years at the National Endowment for the Humanities, Higher Education Programs. She teaches courses in modern and contemporary American literature and poetry, rhetorical history and theory, critical theory and women's writing. Dr. Kirsch is author of *Gertrude Stein and the Reinvention*

of *Rhetoric* (University of Alabama Press 2014) and co-editor of *Primary Stein: Returning to the Writing of Gertrude Stein* (Lexington Books 2014), a collection of essays that draws on recent cultural, historical, and biographical work and returns Stein studies to Stein's primary writing.

**Janolyn Lo Vecchio** is an award-winning writer who researches and speaks on Arizona women's history. She served on the coordinating council for the Arizona Women's Heritage Trail and is a former Arizona Humanities Council speaker. Janolyn is also a past state president of Arizona Business and Professional Women. As a board member of the Arizona Business and Professional Women's Foundation, she researched and wrote Volume 3 of *Women Who Made a Difference*, a three-volume series of biographies of Arizona women published by the BPW/AZ Foundation. Her research interests include social and economic issues that affected women in the early 20<sup>th</sup> century such as the fight for women to serve on juries and the Arizona minimum wage law for women. Some of her articles have been published in *Journal of Arizona History*, *Western Legal History*, and *Journal of Optometric History*. She received the Barry Goldwater Award for best conference paper at the Arizona History Conference (2003), James Elliott award for best article in the *Journal of Arizona History* (2002), and runner-up for the Coke Wood award from Westerners International for best published historical article based on personal research (2008 and 2017). She has a B.S. in Education from the University of Arizona.

**Molly Murphy MacGregor** is the Co-founder and Executive Director of the National Women's History Project (NWHP). She is also the Chair of the NWHP Board of Directors. She is a former high school social studies teacher who has worked for over thirty-five years in the field of gender equity and women's history. She conducts women's history workshops and women's history tours throughout the country. She also works with state and national agencies on strategies and programs to help acknowledge and recognize the historic contributions of women. Her work in the field of multi-cultural women's history has been widely recognized including awards from the National Education Association, the US Department of Education, the National Association for Multicultural Education, and the Association for Gender Equity Leadership in Education Leadership.

**Joan Meacham** is the Founding Director of the Arizona Women's Heritage Trail and co-founder of the Arizona Women's History Alliance. For over 33 years Joan Meacham has worked for the advancement of women's issues and preservation of women's history. She led a national steering committee to celebrate the 75th anniversary of the passage of the 19th Amendment giving women the right to vote. The three-day national celebration of women's suffrage was held in Washington DC in August 1995. In this role, she led a lobbying effort to move the sculpture of Lucretia Mott, Elizabeth Cady Stanton, and Susan B. Anthony previously donated by the National Women's Party in 1921 from the capitol basement crypt back to the U.S. Capitol rotunda. In May 1997, the statue returned to the rotunda and Joan spoke at the statue's rededication ceremony. She co-founded the National Women's History Museum (NWHM) and the National Collaborative for Women's History Sites, an organization dedicated to strengthening, expanding, and developing women's history.

**Laura K. Muñoz** is an Assistant Professor of History and Ethnic Studies at the University of Nebraska-Lincoln. She studies the people and histories of Mexican-American, Chicanx and Latinx communities in the United States with an emphasis on race, gender and education in the American West. Understanding the movement and migration of Mexican-heritage people within North America, and particularly the place we know today as the United States informs her inquiries about recovering and recuperating Chicanx/Latinx history, especially in places among populations who remain understudied. In her current book project, “Desert Dreams: Mexican Arizona and the Politics of Educational Equality,” she explores how Mexican Americans embraced public schools as a conduit to political access and cultural preservation in the face of Americanization in the century following the Mexican American War. It reveals how they challenged the structure of “Juan Crow,” the unofficial segregation of Mexican-heritage people in the North American West. It also explains how their civil rights politics would influence the ruling in *Brown v Board of Education* (1954) and significantly alter children’s lives across the nation for generations.

**Anna Ochoa O’Leary** is an Associate Professor in the Department of Mexican American Studies at the University of Arizona. She received her doctorate in Anthropology from the University of Arizona. Since 2002, she has taught a range of classes for the Department. Currently, she teaches two graduate classes, Mexican Migration, and the Feminization of Migration, and an undergraduate class, Latin American Migration and the Remaking of the U.S. She co-edited *Uncharted Terrain: New Directions in Border Research Method and Ethics*. (University of Arizona Press, 2013) and is editor of *Undocumented Immigrants in the United States Today: An Encyclopedia of their Experiences* (ABC-CLIO/Greenwood Press, 2014). Dr. O’Leary is a 2006-2007 Fulbright Scholar for research on repatriated migrant women and Public Voices "Thought Leader" Fellow for 2014-2015. Her current research and teaching interests continue to focus on the education, culture and urban politics of Mexican/U.S.-Mexican populations, the political economy of the U.S.-Mexico border, and gender issues. Her community activities include participation in several non-profit community-based groups, such as the Coalición de Derechos Humanos and Fundación México.

**Heidi Osselaer** earned both her master’s degree and doctorate in U.S. History at Arizona State University. She has taught at Arizona State University, Scottsdale Community College, and Phoenix College and is the author of *Winning Their Place: Arizona Women in Politics, 1883-1950* (University of Arizona Press, 2009) and *Arizona’s Deadliest Gunfight: Draft Resistance and Tragedy at the Power Cabin, 1918* (University of Oklahoma Press, 2018). She served as historical consultant for two documentary films, “Power’s War,” released in 2015, and “Women on the Mother Road: The Women of Route 66,” scheduled for release in 2019. She has been active with the Arizona Women’s Heritage Trail and written extensively on women in Arizona history. She was the recipient of the 2011 Sharlot Hall Award for her “valuable contributions to the understanding and awareness of Arizona and its history.”



**Melanie Sturgeon** retired as the State Archivist and Director of the Arizona State Archives and Records Management Branch of the AZ State Library, Archives and Public Records at the end of 2016. She received her Ph.D. from Arizona State University. She served as Chair of the Arizona Women's Hall of Fame for twelve years, President of the Southwest Oral History Association, the Conference of InterMountain Archivists, the Coordinating Committee for History in Arizona, as a board member of the Council of State Archivists and the Board of the National Association of Government Archivists and Records Administrators (NAGARA). She is a co-founder of the Arizona Women's History Alliance. She received a Lifetime Achievement award from the Conference of InterMountain Archivists in 2015. She has conducted over 100 oral history interviews ranging from legislative histories to interviews with the original residents of the first Sun City. Her research interests include retirement communities and women in the 19th and 20th century west.

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