

Oral History Interview

Dr. Shapiro was a professor of the School of Medicine at University of California, Irvine she went to college in 1966. Originally she attended UC Berkeley and later transferred to Stanford University. She had been teaching at UCI since the late 1970s. She was one of the first tenured women professors at UCI School of Medicine. Her most memorable moments in the 60s and 70s were the civil rights movement and the feminist movement. While attending UC Berkeley, she was actively involved in civil rights protests and it became a major impact on her life. The Feminist Movement was a public movement which significantly experienced Dr. Shapiro's views and attitudes; she was also brought up with feminist values and later became an independent female pioneer in her field.

Dr. Shapiro expressed that the feminist movement had impacted her on multiple levels. Her feminist identity stemmed from her grandmother and mother who were both independent women. Her grandmother was widowed at a young age and raised four children by herself. Dr. Shapiro viewed her mother and grandmother as feminist models. When attending UC Berkeley, she was often involved with anti-war protests and the "flower power" counterculture movement. She considers herself more of a moderate "flower child" than the "hardcore. ", and identified herself as more of "those who pretended to be hardcore". But her active involvement shaped her later decisions in life and her views on the government. After transferring to Stanford, she perceived that Stanford University had a conservative atmosphere and she felt compelled to become more active in the antiwar movement.

Meanwhile, she recognized that equal opportunities for women were increasingly upheld during that time; however, there were also very strong sexist sentiments. Many leaders in political movements were entirely men and if women were involved, they held more subservient

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roles such as buying coffee and making sandwiches. Dr. Shapiro met her husband in 1969 at Stanford. After getting married, like many young intellectuals of the time, they traveled to Japan and Asia to experience Asian culture and spirituality. In Japan, they spent 3 months in a Zen Buddhist monastery. Coming back to California in 1971, Dr. Shapiro's husband went to graduate school while Dr. Shapiro took on what she described as the "stereotypical" role of a supportive woman. She spent her time on housekeeping and caring for a young child whose mom was a nurse. After further reflections and discussion with her husband, Dr. Shapiro sought out for graduate studies at Stanford to become a feminist psychologist. She revealed that it was a hard decision to make between graduate school and worrying about adequately caring for (future) children. The concerned couple did a rigorous research on day care and ultimately decided to utilize it so Dr. Shapiro could go to graduate school and pursue her passion in academia.

Dr. Shapiro experienced many empowerments as well as frustrations during her experience as a professional woman in the 1970s. Studying at Stanford graduate school, Dr. Shapiro wrote her dissertation on the sex roles of psychotherapy sessions. She found that among patients with the same diagnosis, women with "the little women" stereotype receive more support and positive interactions with therapists than women with non-confirming female roles. Dr. Shapiro's husband was very supportive of her and often prioritized her decisions. After doing a psychology internship at the VA Hospital in the Bay Area and working in the Division of Physical Therapy at Stanford University, Dr. Shapiro was recruited to work at UCI. The couple made a decision for Dr. Shapiro to move down to Turtle Rock, Irvine with the children while her husband commuted to work in the Bay Area during the weekdays. At the time, Dr. Shapiro commented that not many women worked full-time outside the home. Unsurprisingly, the Turtle Rock community greeted this "unconventional" couple with frequent "weird looks". Also, in

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fear of discrimination, Dr. Shapiro did not reveal that she had two children to her department chair until after she was hired. Due to this fear of sexist sentiment, Dr. Shapiro said that she never had pictures of her kids in her office, because it would have been considered unprofessional. Despite the fear of discrimination, Dr. Shapiro and her husband decided to have a third child. Unfortunately, the chair of the time blatantly opposed her decision to have a third child. However, regardless of her chair's sexist sentiments, Dr. Shapiro went ahead.

Dr. Shapiro's experience of the 60s and 70s presents a unique personal perspective from the view of a young women intellectual. One of her most memorable moments in history was the assassination of President Kennedy. She said "I remember watching the TV about the assassination during a family trip in Mexico, and my whole family was shocked". Her experience of violence such as the assassination of President Kennedy, Martin Luther King, the Cuban missiles crisis and the Vietnam War throughout adolescence and adulthood reveals the longing for peace and the anti-government sentiment of young Americans in the 60s and 70s. Her involvement with the flower power movement and her perception of passive sexism helped shape her feminist identity. The feminist movement was popular at in the 60s and 70s, these movements included the introduction of new contraceptive methods, the Equal Pay Act of 1963, and continuous popularity of women independence propagated by mass culture. However, these public movements failed to address the sexist attitudes on a micro level. Dr. Shapiro's experience addressed the more personal issues as an independent woman. Her feminist empowerment did not directly come from these public political efforts, but from her unique memories of family background and pursuit of higher education. Her experience of gender inequality in the work place and her neighborhood indicated that gender issues evolved during this time from more of a public and legal state to a more personal basis. This oral history report reveals a disparity

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between public history presented in textbook, characterized by documented major events and the personal account of experience, characterized by perception and attitudes depicted by individuals.