“Major” Steps for American Studies

Program Director Eva Cherniavsky reports that last year’s external review has proven to be a springboard for a program that encompasses a diverse and lively collection of students and faculty. In the external review that the American Studies Program conducted, faculty, graduate students, AIs, and clerical staff all met separately to talk with a committee consisting of former ASA President Janice Radway (Duke University), Barry Shank (Ohio State University), and IUB’s Tom Gieryn (Sociology and American Studies, IUB). As a result of the copious feedback given to the external reviewers by everyone involved in the program, the message to the university became clear: American Studies at Indiana is at a crucial juncture and, in true American fashion, it will be expanding. The College of Arts and Sciences has generously allotted funds to the program for the initiative to develop an undergraduate major.

A planning committee consisting of representatives from a wide variety of disciplines involved in American Studies has been put in place to undertake the task of formulating a core curriculum for the undergraduate major. In line with the development of these key skills and approaches, the program expects to begin developing faculty lines in American Studies to guarantee the program’s ability to consistently offer these core courses. The committee will be made up of the following full-time faculty: Eva Cherniavsky (English and Director of American Studies), Sandra Dolby (Folklore), Jonathan Elmer (English), Tom Foster (English), Wendy Gamber (History), Joan Hawkins (Communications and
Culture), Cándida Jáquez (Folklore and Ethnomusicology), Sarah Knott (History), Portia Maultsby (Folklore – Spring only), Eric Sandweiss (History), Steve Stein (Religious Studies). As plans for creating an American Studies major at IUB begin to take shape, the program will be in consultation with this committee. Each year the committee will maintain some members from the previous year while integrating new members, allowing for both turnover and continuity.

In addition to expanding academically, we’ve also been expanding spatially and financially. Thanks to the addition of an extra office, down the hall from the current American Studies location, Associate Instructors now have their own shared office. The program has also been authorized to hire an additional staff person to expedite invaluable office and instructor support and to lighten the already heavy work load undertaken by our current administrative assistant. Finally, AI salaries were increased significantly, making the American Studies AI positions competitive with other instructor salaries in the college.

The American Studies Program would like to thank everyone who took part in the external review for their helpful feedback and contributions. In addition to the committee’s overwhelmingly positive review of opportunities offered to students by American Studies, the committee was especially impressed by the intellectual vitality and range of interests represented by the program’s scholars as well as the high level of faculty involvement and the program’s excellent record for placing its graduates.

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Coming in October
American Studies Lecture Series Presents
José Muñoz
(New York University)
October 23rd at 7 p.m.
Ballantine 005

Topic to be Announced
Reception afterwards in BH004

Victoria Elmwood, editor
velmwood@indiana.edu
COAS Travel Grants

Departmental recommendations for COAS Graduate Student Travel Grants will be due Wednesday, October 1, 2003. Awards usually range from $100 to $300 and students who have been invited to present papers at conferences scheduled during the 2003-2004 academic year are eligible. Preference will be given to those who will be the sole or lead presenter of a paper at a major national or international conference and to those who have not previously received a College travel grant. Only applications endorsed by College of Arts and Sciences graduate programs will be considered. Each College unit may recommend no more than three student requests. Please see your Director of Graduate Studies for the deadline in your department. You may also print the form from the College of Arts and Sciences Web site for submission to your department.

http://www.indiana.edu/~college/graduate/office/travelapp.htm

The next deadline for travel grant applications will be April 1, 2004.

Calls for Papers

“Jazz Changes,” March 4, 2004, in conjunction with the 27th Annual KU Jazz Festival, March 3-6 2004, University of Kansas, Lawrence.

This all-day, interdisciplinary jazz studies colloquium will explore jazz as a history of often drastic change and debate. We seek papers that focus on changes in jazz: historical, aesthetic, social, political, geographic, critical, cultural, commercial, technological. Deadline for 300-word proposals: November 1, 2003. For more info, contact Sherrie Tucker, University of Kansas, SherrieTu@aol.com. November 1, 2003 Deadline.

The Western Social Science Association invites papers and panels on American Studies topics for its 46th annual conference, April 21-24, 2004, in Salt Lake City, UT, at the Sheraton City Centre.

Subjects may range broadly over the arts, humanities, and social sciences. Send 150-word abstract and c.v. by November 15, 2003 to danielj@hass.usu.edu (or to WSSA-American Studies Program Chair, Department of History, Utah State University, Logan, UT 84322-0710). Scholars willing to serve as moderators/discussants should indicate their research specialties. November 15, 2003 Deadline.

The Society for the Study of Multi-Ethnic Literatures of the United States will host its 18th Annual Conference, 10-14 March 2004, “Transfronterismo: Crossing Ethnic Borders in U.S.” (Continued on page 4)
(Continued from page 3)

Literatures." We invite paper abstracts and complete panel, workshop, and roundtable proposals. Proposals (250 words maximum) should be submitted in triplicate and postmarked by 1 December 2003, addressed to Professor Bill Mullen, Department of English, Classics, and Philosophy, The University of Texas at San Antonio, 6900 North Loop 1604 West, San Antonio, TX 78249-0643. bmullen@utsa.edu. [Fax and email for international submissions only: (210) 458 5366] All presenters must be members of MELUS. http://www.marshall.edu/melus/ December 1, 2003 Deadline.

Fellowship and Postdoc Competitions

The Woodrow Wilson International Center for Scholars announces the opening of its 2004-2005 fellowship competition. Fellows are provided stipends which include round trip travel, private offices, access to the Library of Congress, Windows-based personal computers, and research assistants. Deadline: October 1, 2003. For eligibility requirements and to download an application, please visit http://www.wilsoncenter.org/fellowships.

The Columbia Society of Fellowships in the Humanities will appoint a number of postdoctoral fellows in the humanities for the academic year 2004-2005. Fellows newly appointed for 2004-2005 must have received the Ph.D. between January 1, 1998 and July 1, 2004. The stipend will be $42,000, one half for independent research and one half for teaching in the undergraduate program in general education. An additional $3,000 is available to support research. For application forms, write Director, Society of Fellows in the Humanities, Heyman Center—Mail Code 5700, Columbia University, 2960 Broadway, New York, NY 10027 or visit http://www.columbia.edu/cu/societyoffellows. October 15, 2003 deadline.


Omohundro Institute of Early American History and Culture, Institute Postdoctoral NEH Fellowship. The Omohundro Institute of Early American History and Culture offers a two-year postdoctoral fellowship in any area of early American studies. Applicants may not have previously published or have under contract a scholarly monograph, and they must have met all requirements for the doctorate before commencing the fellowship. In addition to a beginning stipend of $40,000, the fellowship provides office, research, and computer facilities as well as some travel funds for conferences and research. Application deadline is November 1. Contact: Institute-NEH Fellowship, OIEAHC, PO Box 8781, Williamsburg, VA 23187-8781. Email: icahcl@wm.edu; www.wm.edu/oieach/fello.html.
The American Association of University Women is accepting applications for fellowships to support women in completing a dissertation or conducting postdoctoral research. Who is eligible: American citizens or permanent residents who are completing dissertations or will soon conduct postdoctoral research. Deadline for applications: November 15. Total amount to be awarded and number of awards: an unspecified amount for 20 postdoctoral fellowships and an unspecified number of dissertation fellowships. Amount of individual awards: $20,000 for dissertation research, $30,000 for postdoctoral research. View the full text of the announcement on the association’s Web site http://www.aauw.org.

Employment Opportunities

For more complete listing of positions, please see the Chronicle of Higher Education (http://chronicle.com/jobs/) OR The American Studies Association (http://www.georgetown.edu/crossroads/AmericanStudiesAssn).

The College of Liberal Arts at the University of Texas-Austin invites applications for two Assistant Professor positions in the field of Asian American Studies.

One position will be jointly appointed with the Department of American Studies; the other will be jointly appointed with the Department of English. First Area: Asian American Studies; discipline: American Studies; desired fields of specialization: immigration and population studies, labor studies, legal studies, and/or Southeast Asian American Studies. Second Area: Asian American Studies; discipline: English; field of specialization: Asian American Literature. Applicants should have a Ph.D. in hand or a dissertation close to completion. Appointees are expected to engage in high quality research, be effective teachers at the undergraduate and graduate levels, and assist students in research projects, theses, and dissertations. Service (to the Center, Department, College, and University) is also expected. Salary is competitive and dependent on qualifications and experience. Applicants should provide a cover letter, vita, abstract, writing sample, 3 recommendation letters, and selected teaching evaluations. Applications should be postmarked by November 1st, 2003, and should be sent to James Lee, Associate Director, Center for Asian American Studies, University of Texas at Austin, 1 University Station A2200, Austin, TX 78712-0135. AA/EEO employer.

University of California, San Diego. Department of Literature. 20th-Century U.S. modern fiction, tenure-track Assistant Professor, Department of Literature, effective July 1, 2004.

Candidates with demonstrated teaching and research interests in modern U.S. fiction, especially in the period 1900-1945. As a
Department of Literature, we are particularly interested in candidates who work within a global and comparatist perspective and who have some expertise in cultural theory. Ph.D. or equivalent, teaching experience, and scholarship required. Salary commensurate with experience and based on UC pay scale. Immigration status of non-citizens should be stated in CV. Send letter of application, CV, dossier, and 30-40 page writing sample to Todd Kontje, Chair, Department of Literature 0410, University of California, San Diego, 9500 Gilman Drive, La Jolla, CA 92093-0410. Refer to position #132ASA. Enclose self-addressed postcard for acknowledgment of application and SASE for return of writing sample. No electronic applications, please. Closing date is November 14, 2003. EOE/AA.

University of California, San Diego Department of Literature. 20th-Century African American Literature and Film, tenure-track advanced Assistant Professor to tenured beginning Associate Professor, Department of Literature, effective 7/1/04. Ph.D. or equivalent, record of, or proven potential for, distinguished scholarship and effective teaching at both graduate and undergraduate levels required. Strongest consideration will be given to applicants with demonstrated research interests in one or more of the following areas: comparative black U.S./black diaspora topics, social theory, gender and sexuality studies, transnational studies, postcolonial studies, and poetry. Salary commensurate with experience and based on UC pay scale. Send letter of application, CV, dossier, and 30-40 page sample of published work/writing sample to Nicole King, Search Committee Chair, Department of Literature 0410, University of California, San Diego, 9500 Gilman Drive, La Jolla, CA 92093-0410. Refer to position #133ASA. No electronic applications will be accepted; please use the postal or a courier service. Enclose self-addressed postcard for acknowledgment of application and SASE for return of writing sample. Closing date is November 21, 2003. EOE/AA.

Mark Your Calendars... American Studies and Cultural Studies Conference Spring 2004

EMPIRE

April 9th and 10th
University Club,
President's Room
Indiana Memorial Union

Keynote Speaker
Cynthia Enloe
(Clark University)
Gunderson Winner Suzanne Enck-Wanzer Combines Service and Scholarship While José Muñoz Cruises Queer Utopian Futures

On Tuesday, October 21st, Suzanne Enck-Wanzer gave a talk based on her prize-winning essay on domestic violence legislation in Indiana titled “Seeing Domestic Violence: Gender, the State, and Métis in the Violence Against Women Act.” The Virginia LaFollette Gunderson Award recipient’s research advocates integrating localized knowledge produced by domestic violence professionals into legislation derived largely from statistical information. She applies James C. Scott’s concept of métis, the idea that knowledge and emotion are mutually invested, to argue that effective domestic violence legislation must integrate the knowledge and understanding gathered in practice by domestic violence volunteers and workers.

Examining current Indiana state domestic violence legislation, Enck-Wanzer foregrounds the norms that structure the popular and legal understanding of the individuals and behaviors involved in domestic violence. She describes the traditional profile of the women as hyper-embodied victims whose emotional dysfunction necessitates outside intervention that must always end with her leaving the batterer. Men, by comparison, are characterized as monstrous batterers, incapable of self-control or logical decision-making. Not only does this binary cast all women as potential victims of battery without categorizing all men as potential batterers, but it also isolates the physical body and the marks of abuse that it bears as the only signifiers of abuse. Sexual and emotional abuse, then, fly under the radar as they lack the physical markings necessary to legally constitute abuse. Furthermore, legal and popular conceptions of domestic abuse fail to consider the possibility of working to increase female agency and male accountability while also failing to address a distinctive trait of domestic violence: the emotional and often financial attachment of abused to abuser, leaving little protection for those who return to their abusers.

This emphasis of scrutiny on the abused woman takes attention away from the irrational, uncontrollable abuser. Not only does this characterization rule out the possibility that a man may be abused by a woman, but more significantly, it absolves the male abuser from any responsibility for solving the economic and practical problems that arise when a woman leaves her husband, particularly when children are involved. This picture of the batterers assigns to victims the job of creating a new life while also putting them in danger of potential legal repercussions for child endangerment should the woman choose to return to her batterer.

(Continued on page 2)
Towards mid-twentieth century American mass culture to sketch out a relational field of homosexual desire anterior to the institution of homosexuality, which is generally agreed to have coalesced around events leading up to, during, and after the Stonewall riots of 1969.

The visual and literary arts scene in New York City of the 1960s was in part characterized by the Abstract Expressionist and Pop Art movements and by the New York school of poetry. Muñoz groups Abstract Expressionists like Jackson Pollock along with poets like Frank O’Hara from the New York school, in accordance with their responses to mass culture, different as they were from those of Pop artists like Andy Warhol. He characterizes the creative response of AbEx and the New York school as the art of refusal, while Pop Art practicing an aesthetic that results in the art of acceptance. However, Muñoz hastens to warn against the tendency of such binaries to fall into a simplified good-bad polarity, and he focuses instead on the potential for the utopian impulse contained in the accepting attitude of Pop Art towards mass culture. Among the many suggestions that Pop artists make about the social capacities of mass culture, Muñoz seizes on what he calls astonishment, invoking Philip Bloch’s conception of the utopian function of art whereby it contains a surplus of meaning that points to or suggests the vision of a possible future. This astonishment refers to a “utopian aesthetics of potentiality” that characterizes this artistic surplus of meaning. Astonishment carries with it “an affective frisson that hints at future potential,” suggesting possible connections between aesthetic and political practice. In closing, Muñoz re-emphasizes his critique of looking to the past in search of “a set of origins or of a foundational theory of homosexuality.” His project does not seek to fill a lack but instead to elucidate process instead of product. It is in keeping with this perspective that Muñoz hopes to avoid a melancholic use or view of the past that foregrounds the negative aspect of utopianism, namely its potential for eternal deferral. Instead, his use of the past helps us conceive of new ways of using the past productively to enhance our understanding of the present.

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Enck-Wanzer goes on to enumerate several other gaps left in the Indiana Domestic Violence Acts of 2000 and 2002 created by this particular model of domestic violence. For example, neither same-sex couples nor unmarried couples are included under the act. She also calls attention to the fact that women’s status in this model, which always considers them as potential victims, is based on sex while men’s status as abusers is based on sex and social class. Finally, she views the othering of the monstrous male batterer prohibitive in that it may mask abusive behavior in men who disidentify with such abusers. Though legal protection may not be able to effectively defend in all cases of domestic abuse, Enck-Wanzer makes it clear that Indiana’s Domestic Violence Acts do not take the necessary steps to support victims of a phenomenon whose manifestation is so diverse. She calls for greater instrumentalization of localized knowledge and of domestic abuse support systems in the home communities of the individuals who come under the protection of this legislation.

Searching for the Future in the Past

José Muñoz’s current work on pre-Stonewall gay culture resonates with is previous work on Latino identity politics in that he resists the urge to search for its referent—a core set of values, associations, or qualities that suggest an essential center of brown-ness or queerness. He compares the cultural aesthetics of major visual and literary art movements and their attitudes toward consumer culture and mass production. Muñoz is interested these movements’ contradictory attitudes

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Calls for Papers For additional information, visit the American Studies Association website at <www.theasa.edu>

America, the _______: Exploring the Changing Meanings of “America” through Media and Popular Culture. The roundtable session will address how foreign perspectives, definitions and meanings of “America,” the “American people,” “American culture” have been revisited, reevaluated, reshaped particularly after the events of September 11 and the Iraqi war. Of particular interest is how these views, definitions, meanings have been influenced, complicated, problematized in or by media discourses around the world, how new discourses have been constructed, and how they have generated new ways of thinking about “America.” Some questions may include but are not limited to: what roles have media and popular culture played, and continue to play in the tectonic shifts “America”’s meanings have been subject to? How do political and economic ties between a given country and the U.S. shape the media discourse? And in turn, how do media discourse/s shape the public opinion regarding “America”? How is the self-perception of a nation formulated, reformulated in/by media via a vis the changing views of “America”? How do these views of the self and the other come to reshape each other? Foreign scholars in the U.S. and from around the world are strongly encouraged to address these and other issues they see relevant. Please email a brief abstract (200 words) of your presentation to Bilge Yesil at by240@nyu.edu no later than December 31, 2003.

Imagining Terrorism: The War on Terrorism in Popular Culture. It has been two years since the terrorist action of 9/11 and the declaration of a war on terrorism by the US government. How has this situation entered into the popular mind as seen through the various media? This panel would focus on how the war on terrorism, the 9/11 attacks and related events have been portrayed in various venues. My research has focused on the popular culture of the Cold War and beyond, and my specific interest here is in examining the effects of 9/11 in comic books. Please submit 250-word proposals to Matthew Costello, Professor of Political Science, Saint Xavier University, 3700 W. 103rd Street, Chicago, IL 60655, or by email to costello@sxu.edu. January 10, 2004 deadline.

Righting Music: Texts on American Sounds. As writings about music multiply, the need for some commentary on these texts becomes more acute. Who among music listeners holds the privileged positions of arbiter and what types of formation do they bring to this task? Are those who write about music held to the same standards as literary critics and art historians? These questions hold even greater import when brought to bear on musical styles of the Americas, forms whose relative novelty ensures that their history and theory remain in a formative stage. Do the broad areas of American music lumped together as blues, jazz or Latin produce important music destined to endure and, if so, should they receive attention from scholars with the training expected of those who comment on Classical works. Some criticism seeks to locate music with discussions of language, ethnic background and nationality that lead to central issues regarding music ownership. Who is served by these histories? How are they used to develop academic policies, enforce societal controls, bring people together or keep them apart, or in that famous old record company phrase just sell product? Contact: Marco Katz, email: mak14@humboldt.edu, website: www.sydmusic.com/marco, January 10, 2004 deadline.

Twice Told Tales: Towards a Native American Ethnography. This panel examines the ways in which ethnographic representations of Native Americans by American and European anthropologists have been revised/rewritten/critiqued in the works of fiction, autobiography, film, history, and anthropology produced by American Indians. How
Anschutz Distinguished Fellowship in American Studies 2004-05

Princeton University Program in American Studies

The Princeton Program in American Studies, founded in 1943, sponsors teaching, research, and public discussion about the history, literature, art, and culture of the United States, in ways that span the traditional disciplines. The Anschutz Distinguished Fellowship, created through an endowment by the Anschutz family, will be awarded 2004-05 to a writer, critic, journalist, musician, artist, or other contributor to the arts, letters, or commerce—not necessarily an academic scholar—who is interested in spending either the fall or spring semester in residence at Princeton. The Anschutz Fellow is expected to teach one undergraduate seminar for the American Studies Program and deliver one public lecture to the University. The Fellow will enjoy full access to Firestone Library and to a wide range of activities throughout the University. The Anschutz Fellow will receive a stipend of $30,000 (plus benefits). Housing on campus will be provided for the semester.

Please check the University’s web page <http://web.princeton.edu/sites/amstudies/Anschutz.html> for more detailed information.

To apply: Applicants should submit a curriculum vitae and a statement (approx. 1,000 words) describing their proposed seminar and public lecture by mail, postmarked by November 15, 2003.

Send the above to: Professor Sean Wilentz, Director, Program in American Studies, 42 McCosh Hall Princeton University, Princeton, NJ 08544

Alternatively, cv and statement may be sent as e-mail attachments to jferszt@princeton.edu

Smithsonian Institution Fellowship Program

Fellowship awards under this program are contingent upon the availability of funds.

Deadline: January 15 annually (applications are available in September)

Postdoctoral Fellowships are offered to scholars who have held the degree or equivalent for less than seven years. Predoctoral Fellowships are offered to doctoral candidates who have completed preliminary course work and examinations. Candidates must have the approval of their universities to conduct doctoral research at the Smithsonian Institution. The term is 3 to 12 months. The stipend is $17,000 per year plus allowances. Graduate Student Fellowships are offered to students formally enrolled in a graduate program of study, who have completed at least one semester, and not yet have been advanced to candidacy if in a Ph.D. Program. Applicants must submit a proposal for research in a discipline, which is pursued at the Smithsonian. The term is 10 weeks; the stipend is $3,700.

Smithsonian Institution offers fellowships in fields that are actively pursued by the museums and research organizations of the Institution (see below). These fellowships support research in residence at all Smithsonian facilities except the Smithsonian Astrophysical Observatory.

For more information on available fellowships, visit the Smithsonian Office of Fellowships at <http://www.si.edu/ofg/fellowopp.htm>
Employment Opportunities

For more complete listing of positions, please see the Chronicle of Higher Education (http://chronicle.com/jobs/) OR The American Studies Association (http://www.georgetown.edu/crossroads/AmericanStudiesAssn)

The University of Iowa Department of Women's Studies announces a tenure-track position in U.S. Minority Women's Literature and Culture at the Assistant Professor Level, to be jointly appointed in Women's Studies and English OR American Studies. Ph.D. by August 2003 in Women's/Gender Studies, Ethnic Studies, English, American studies or related interdisciplinary fields. Demonstrated commitment to excellence in both teaching and scholarship. Substantial training and experience in Women's/Gender Studies required. Must be able to teach core courses in Women's Studies such as Introduction to Women's Studies; Race, Class, and Gender, and Feminist Theory. Letter of application, C.V., three letters of recommendation and writing sample to Rosemarie Scullion, Chair, Search Committee, Department of Women’s Studies, 701 Jefferson Building, The University of Iowa, Iowa City, IA 52242. Screening of applicants to begin November 10. Minorities and women are encouraged to apply. The University of Iowa is an Affirmative Action/Equal Opportunity Employer.

Assistant Professor, Early American Studies. Responsibilities include teaching the American history survey and contributing to the development and teaching of courses at the upper and lower levels of the interdisciplinary History, English and American Studies curricula; provide service to the department, college, campus and community; maintain an active research agenda appropriate to the appointment. Required qualifications: Ph.D. by time of appointment in History, American Studies/Civilization or related field; experience in teaching at the college/university level; active research agenda in area of colonial American history through early national period. Desired qualifications: Research and/or teaching experience in the Atlantic World, gender, and/or race. Application deadline: November 14, 2003; if not filled, 1st and 15th of each month thereafter until the search is closed. Application procedure: Send cover letter, curriculum vitae, and three letters of reference to: Dr. Eric Wertheimer, Chair, Early American Studies Search, Arizona State University West, P.O. Box 37100, Phoenix, AZ 85069-7100. General information: ASU West, a community-focused metropolitan campus of Arizona State University, located in Phoenix, serves the community and more than 7,100 residential and commuter students of diverse ages, ethnicity, and experience through 29 baccalaureate programs, nine master’s programs, and eight certificate programs. Please visit our web site at http://www.west.asu.edu. ASU West is an Equal Opportunity / Affirmative Action employer in policy and practice.

Drury University, Interdisciplinary Studies, Tenure-Track. Drury University invites applications for a full-time tenure-track position teaching courses in the American experience, Global Diversity, and Globalization. We seek a broadly-trained teacher/scholar with an active research agenda in any Area study, Cultural Studies, Ethnic Studies, Gender Studies, Global Studies, and/or the Social Sciences. Ability/interest in teaching writing, critical thinking, and oral communication required. Ph.D. by August 2004 preferred. Salary and rank are negotiable. Send a letter detailing qualifications for position, a current vita, 3 letters of recommendation, and evidence of teaching excellence to Dr. Richard Schur, Director, Interdisciplinary Studies Center, Drury University, 900

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North Benton Ave., Springfield, MO 65802 (rscrum@drury.edu). Screening will begin December 1, 2003. Women and minorities encouraged to apply. Drury University is an Equal Opportunity Employer.

Amherst College: 3-year visiting position in American Studies (renewal possible), with a focus on comparative Asian/Pacific/American immigration and ethnicity in the Americas. This position is integral to the Asian/Pacific/American Studies Program shared by the members of the Five College Consortium (Amherst, Hampshire, Mount Holyoke, Smith, and the University of Massachusetts Amherst). Rank is Assistant Professor. Teaching load is 4 courses per year, two at Amherst, two at other members of the consortium on a rotating basis. (Each member institution is located within 15 miles of the others.) Applications are welcome from candidates with an interdisciplinary approach and preparation in one or more of the social science disciplines, including sociology, anthropology, history, legal studies, political science, economics, and social psychology. Ph.D. must be in hand by September 2004. Letter of interest, curriculum vitae, writing sample, and names of three references should be sent to: American Studies A/P/A Search, Five Colleges, Incorporated, 97 Spring Street, Amherst MA 01002. Review of applications begins December 1, 2004. Amherst College is an equal opportunity, affirmative action employer, and encourages women, minorities and persons with disabilities to apply.

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http://www.indiana.edu/~amst/

Victoria Elmwood, editor
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American Studies Co-Sponsors Two-Day Conference on Globalism and Contemporary Political Formations

“Empire”
April 9-10, 2004
University Club, President's Room, Indiana Memorial Union

Keynote Address: Cynthia Enloe
Friday, April 9th, 7:30 PM

The present moment brings an intellectual and political urgency in thinking the organization an practices of empire, historically, comparatively, and with respect to the vision of a “New American Century” that now governs the Bush administration’s policies. Today we arguably confront a novel situation, in which an unrivaled U.S. imperial power aspires to the domination of a post-Cold War, “unipolar” world. The conference will emphasize some of the specific issues raised by the present historical circumstances, as well as the lines of historical inquiry (and the modes of historiography) that are, in various ways, urged or informed by the dangers of the contemporary moment. Papers and commentary will engage a wide array of topics, including the interplay of neoconservative and neoliberal policies; the relation of the state and of state functionaries to multinational capital and to the military-industrial complex; transformations in the political culture of the U.S. (e.g., the crisis of electoral politics and of the two-party system); the United Nations, NGOs, and the status of multilateralism; cultural diplomacy as an arm of U.S. foreign policy; legacies of earlier imperial and colonial formations (e.g., enforced uneven development); counter-imperial formations (diasporic culture; new ethnicities; solidarity movements; alternative globalization; temporary autonomous zones); academic knowledge production and the state (e.g., Cold-War era area studies; House Bill 3077); information technologies and global division of labor; the relation between late capitalism’s decentralized, “disorganized organization and concentrations of state power.

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The conference will emphasize roundtables and discussion over more formal kinds of presentations. A small number of invited panelists from other institutions will join presenters and respondents from the Bloomington campus.

Sponsored by the American Studies Program and the Cultural Studies Program at Indiana University.

Happy Holidays and Have a Relaxing Break!

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Calls for Papers

3rd Annual Hawaii International Conference on Social Sciences
June 16 - 19, 2004 at the Sheraton Waikiki Hotel, Honolulu Hawaii

Submission Deadline: January 27, 2004
Email address: social@hicsocial.org

Sponsored by: East West Council for Education Center of Asian Pacific Studies of Peking University

The 3rd Annual Hawaii International Conference on Social Sciences will be held from June 16 (Wednesday) to June 19 (Saturday), 2004 at the Sheraton Waikiki Hotel in Honolulu, Hawaii. The conference will provide many opportunities for academicians and professionals from the social sciences fields to interact with members inside and outside their own particular disciplines. Cross-disciplinary submissions with other fields are welcome.

Topic Areas (All Areas of Social Sciences Invited):
Anthropology, Area Studies (African, American, Asian, European, Hispanic, Islamic, Jewish, Middle Eastern, Russian, Women's and all other cultural and ethnic studies), Communication, Economics, Education, Ethnic Studies/International Studies, Geography, History, International Relations, Journalism, Political Science, Psychology, Public Administration, Sociology, Urban and Regional Planning, Women's studies, Other Areas of Social Science, Cross-disciplinary areas of the above related to each other or other areas. For more information about submissions see: http://www.hicsocial.org/cfp_ss.htm

The Second Annual Cultural Studies Association (U.S.)
Meeting in Boston, MA, May 5-9, 2004

THE DEADLINE FOR PROPOSALS HAS BEEN EXTENDED UNTIL DECEMBER 15TH.

The conference website is now on-line at: http://www.csa.neu.edu

The Cultural Studies Association (U.S.) will hold its second annual conference at Northeastern University in Boston on May 5-9, 2004. The Cultural Studies Association provides a forum for scholars of Cultural Studies, in all its diverse manifestations, to exchange their work and ideas across disciplinary lines and institutional locations.

The Association welcomes proposals for panels or for individual papers from all areas of Cultural Studies (including but not limited to literature, history, sociology, geography, anthropology, communications, popular culture, cultural theory, queer studies, critical race studies, feminist studies, postcolonial studies, media and film studies, material culture studies, performance and visual arts studies).

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Mellon Postdoctoral Fellowship: Northwestern University in Illinois seeks applications for Mellon Postdoctoral Fellowships in Latino Studies and in Middle Eastern Studies. Appointment is for two years, beginning September 1, 2004. All requirements for the Ph.D. must be completed before the start date. We are seeking recent Ph.D.s with ambitious research interests and strong teaching abilities working on issues of central importance. The successful candidate will be housed in the appropriate disciplinary department and will teach a one-quarter lecture course and a one-quarter seminar per year, and present one colloquium annually. Applications, including a letter of application, a cv, a sample of scholarly writing, a brief research proposal, and teaching record should be submitted to Mellon Search Committee, Office of the Dean, Weinberg College, Northwestern University, 1918 Sheridan Rd., Evanston, IL 60208-4020. Questions may be emailed to m-jones@northwestern.edu. Candidates should arrange to have 3-4 letters of reference sent directly to the search committee; if possible, one of the letters should specifically address the applicant's teaching qualifications. Deadline for all materials: January 15, 2004. AA/EOE Applications from minority and women candidates are especially welcome.

Residential Fellowships. University of Notre Dame, Erasmus Institute Fellowships 2004-05. The Institute offers three types of residential fellowships: for dissertation students (advanced graduate students actually in the writing phase); for recent Ph.D.s and untenured faculty; and for more senior faculty. Fellowships are provided for a complete academic year although applications for a single semester will be considered. Fellowships are both stipendiary and non-stipendiary. Stipendiary dissertation fellowships provide $16,000; postdoctoral fellowships $35,000; faculty fellowship stipends vary according to the fellow's 2003-2004 salary at time of application. The Institute also welcomes applications for residence from scholars with funding from other sources. See our Web site for application instructions: http://www.nd.edu/~erasmus. All application materials, including letters of recommendation, must be received in hard copy format by January 30, 2004 at: Erasmus Institute, Residential Fellowships, 1124 Flanner Hall, Notre Dame, Indiana 46556-5611; e-mail: erasmus@nd.edu.

The Center for the Study of Religion (CSR), Princeton University, announces the availability of a small number of one-year (9/1/04-6/30/05) postdoctoral fellowships for pre-tenured scholars. Several of these fellowships, contingent on funding, will be geared to the topic of Christian Thought and Practice. Fellows should be engaged in projects that focus attention on the historical or contemporary religious life of North American Christians, congregations, or clergy. Fellows will conduct own research, attend a weekly interdisciplinary workshop, and participate in occasional Center-sponsored events. Applicant's doctorate may be in any relevant field. Princeton University PhDs not eligible. Applications due January 7, 2004. For application requirements, http://www.princeton.edu/~csrelig/opportunities/non_princeton_ops.html; or contact CSR, S Ivy Lane, Princeton University, Princeton, NJ 08544-1013; 609/258-5545; askline@princeton.edu. Princeton University is an equal opportunity and affirmative action employer.
Assistant Professor. The Department of English at the University of Rhode Island anticipates an opening for an assistant professor position in the following areas dependent upon approval of funding. PhD is required and must be awarded by August 2004. PhD must include the following area(s) of specialization: Critical or Cultural Theorist in U.S. literature and culture before 1915 with a secondary specialization in one or more cross-disciplinary area(s) of study. Evidence of excellence in teaching and scholarship required. Must be able to teach undergraduate and graduate courses in areas of specialization. Advise graduate and undergraduate students, and participate in department governance and service. Experience working with culturally diverse population desirable. This is an Assistant Professor, tenure-track position that would begin in September 2004. Review of Applications will begin immediately, as we wish to interview candidates at MLA. Deadline for all submissions is December 12, 2003. Submit a letter of application, vita, three current letters of professional recommendation, one course syllabus, a sample of recent scholarly writing, and copies of transcripts to: Professor Jean Walton, Committee Chair, (Req # 015054), UNIVERSITY OF RHODE ISLAND, P.O. Box G, Kingston, RI, 02881. URI is an AA/EEO Employer and values diversity.

Assistant/Associate Professor. The Women’s Studies Department at Washington State University invites applications for a permanent, tenure-track Assistant / Associate Professor position, beginning Fall 2004. This position will be filled pending budgetary approval. Required qualifications: Ph.D. in hand by Fall 2004, demonstrated ability to teach core courses in Women’s Studies (or relevant teaching experience in closely related fields), an interdisciplinary approach to teaching and research on gender, race, class, and sexuality, and a strong research program. Desired qualifications: Research specialty open, but we are especially interested in those working in global, popular culture, LGBTQ, Ethnic and/or Native American studies, those with experience in linking university and grassroots initiatives, and those with cultural competencies in communities of color. Experience teaching graduate courses in Women’s Studies or related field is preferred. Experience in distance learning is also desirable. Salary commensurate with experience. Teaching load is presently 2 courses per semester. Tenure will be in Women’s Studies. Our website can be found at http://libarts.wsu.edu/women/. Send a letter of application addressing the qualification criteria, a current comprehensive vita, and three letters of recommendation. Writing samples and teaching materials may be requested by the search committee at a later date. Send application materials to: Mary Bloodsworth-Lugo, Chair, Search Committee, Women’s Studies, Washington State University, P.O. Box 644007, Pullman, Washington, 99164-4007. Applications should be received by January 15, 2004. Washington State University is an Equal Opportunity, Affirmative Action Educator and Employer. People of color, women, Vietnam-era or disabled veterans, persons of disability-and/or persons between the ages of 40 and 70 are encouraged to apply.

The College of Ottawa University in Ottawa, Kansas, seeks to fill three tenure-track openings for Fall 2004: two in English and American Literature, one in History and Political Science. We invite applications from generalists in American Studies, Cultural Geography, Creative Writing, and other fields related to literature and history. Successful candidates will be committed to liberal education and have interest in interdisciplinary collaboration. Ph.D. preferred; teaching experience essential. Please send cover letter, vita, unofficial transcripts of graduate studies, and contact information of three professional references to:

Academic Dean
Ottawa University
1001 S. Cedar, #57
Ottawa KS 66067
bdinneen@ottawa.edu

Review of applications will begin January 15 and continue until the positions are filled. For further information, consult our website: www.ottawa.edu

(Continued on page 6)
The School of the Art Institute of Chicago, a leading professional school of art and design, operates with the museum of the Art Institute of Chicago at the center of one of the country's most exciting and diverse cultural communities. The Liberal Arts Department and Visual and Critical Studies program invite applications for a tenure-track position in the broadly defined area of Africana studies. Additional areas of expertise may include World History, Latin American, Caribbean, Middle Eastern or Asian studies. Applicants will also be considered from overlapping disciplines such as history, cultural anthropology, communications, media studies, economics, political science and regional studies. The successful candidate will have the opportunity to teach general and thematically organized courses in her or his field. She or he may also teach courses such as an undergraduate thesis research seminar offered through the interdisciplinary Visual Critical Studies program. The position is full-time, tenure-track, rank and salary commensurate with experience and begins the fall of 2004. Please send a c.v.; statement of teaching philosophy; an example of scholarly work; documentation of additional creative work if applicable; a description of at least one course that you would like to teach; and SASE if you wish to have the documentation returned to: Liberal Arts / Visual and Critical Studies Search Committee / ASA, The School of the Art Institute of Chicago, Dean's Office, 37 S Wabash Ave, Chicago, IL 60603. For priority consideration all application materials must be received by (not postmarked) no later than Friday, January 16th. The School of the Art Institute believes that all persons are entitled to equal employment opportunities, and does not discriminate against its employees, because of race, religion, color, national origin, age, gender or any other bases prohibited by applicable law, provided they are qualified and meet the requirements established for the job. Women, minorities and international applicants are encouraged to apply.

In order to be considered, each proposal must contain a cover sheet with name(s), paper and/or panel title(s), affiliation(s), and e-mail and snail mail addresses. All proposals must be received no later than December 15, 2003. The program will be published on February 15. Paper and panel proposals should be no more than 300 words in length and should be sent to: CSaconference@hotmail.com.

As part of the conference a special series of panels will be devoted to the concept of Persona. Persona deals with the presentation of the public self and its articulation both in everyday activities and mediated constructions. We encourage the submission of papers that address this topic. Key areas may include celebrity, leadership & display, fame, the role of recognition, sexual/gender/ethnic identity, etc. Those wanting to have their papers considered for the Persona panels, should indicate their interest by addressing their abstracts directly to P. David Marshall, Chair, Department of Communication Studies, Northeastern University via email only.

Registration and hotel information will be available on our website soon.

Visit us on the Web at: http://www.indiana.edu/~amst/

Victoria Elmwood, editor velmwood@indiana.edu
Meet the Program: The Changing Face of American Studies

This is the next installation in our ongoing project to put faces with names in a Program that emphasizes interdisciplinarity and which draws both students and faculty from a diverse array of different departments here at Indiana University — Bloomington. If you know of a student or faculty member who should be featured in the newsletter or anyone with recent awards or presentations, please contact editor Victoria Elmwood at velmwood@indiana.edu

Becky M. Gordon is a dissertation candidate in the English Department and is pursuing a combined degree in American Studies. Her scholarly interests include Film/media theory, film history, film production; reception studies, audience studies; cognitive psychology; theories of nation and narration; US/Mexico border studies. She has served as a Society for Cinema & Media Studies Graduate Student Representative (2001-2003) and was awarded a position as a Future Faculty Teaching Fellow at IU South Bend in 2002 where she also served on the Film Studies Committee. Her dissertation is entitled: Between Thought and Feeling: Affect, Genre, and Critical Film History.

Editor: How long have you been in the American Studies Program? What first attracted you to it?

Gordon: I have only been in the program for one semester (this is my second), but have been doing American Studies-oriented work for some time. I was attracted to the field because it, like my “home field,” film studies, is very aware of its research and critical methodologies, and trains its undergraduate and graduate students to be aware of these methodologies as well. Also, American Studies asks live questions; its status as an activist field makes it ideal for those of us who are compelled to carry out research and scholarship that has a practical political or social stake.

E: What topics or courses has this particular field allowed you to explore that you might not otherwise have had the chance to learn about?

G: What I’ve enjoyed most thus far is having a chance to read and discuss things that I knew were “out there” but that had not yet directly crossed my radar—for example, Andrew Ross’s Strange Weather, which examines our potential to become “global weather citizens,” and Vijay Prashad’s Everybody Was Kung-Fu Fighting, which studies a long-forgotten history of connections between Africans and Asians. I’d heard of these books, even talked about them vaguely with colleagues, but had not just plain read them until I was in Dr. Cherniavsky’s Intro to American Studies course. By encouraging me to become familiar with innovative theoretical texts, American Studies has also allowed me to think through the literary aspects of my dissertation using a critical lens that frees me from strictly “English department” ways of doing things (i.e., close reading and variants on textual analysis).

(Continued on page 2)
E: How do you see American Studies fitting into you dissertation project and/or other academic interests?  
G: I was writing parts of my dissertation before I joined the American Studies Program, so the core of my academic interests (film studies, film history/theory, reception studies) had already gelled, but the American Studies faculty have been invaluable in showing me how to rearticulate those interests in American Studies terms. Eva Cherniavsky and Joan Hawkins in particular have been tremendously helpful as sounding boards, advisors, and colleagues.

E: What resources, activities, or opportunities, if any, has American Studies made available to you?  
G: I have been a member of the American Studies Association for several years now, but now that I'm actually also an American Studies student that affiliation is a lot more meaningful to me. I'll (hopefully) be attending the ASA Conference in November, and I'm looking forward to it—I now have a sense of involvement with ongoing conversations in the field. Looking beyond the PhD and to my career, being involved with American Studies has given me a better sense of how to interact with other disciplines at the level of curricular design and administrative action—which will become crucial down the road as I become a professor, chair, dean, provost, chancellor....

E: In what ways does the American Studies Program supplement the learning or research you’ve gained from your home department? 
G: Methods, methods, methods. A clear sense of the stakes of my methodologies.

E: Anything else?  
G: I have finally found worthwhile mentors and am no longer a lost lamb.

Timing is everything!

Stacy Tidmore defended her dissertation on October 17, 2003 in Folklore and American Studies entitled: The Art of Collection: Personal Creativity and Presentation in Everyday Life. Two months later, Stacy & her husband (Mark Ungerer) had a busy holiday with the well-planned delivery of their son, Sam Lucas Ungerer, who was born on December 5th, weighing in at 8 lbs., 7 oz. Congratulations on both labors!
Calls for Papers

The Center for the History of Business, Technology and Society at the Hagley Museum and Library, Wilmington DE seeks proposals for its conference "Consuming Experiences: The Business and Technologies of Tourism" on November 12-13, 2004. Papers should explore the practices, businesses, institutions, and technologies that have fabricated tourism as a means of creating "consuming experiences." Proposals may consider any portion of the globe since the mid-18th century and tourism of any variety. Conference papers will be eligible for inclusion in a volume published in the Routledge series, Hagley Perspectives on Business and Culture. Send proposals as hard copy attachments to Dr. Roger Horowitz, Hagley Museum and Library, PO Box 3630, Wilmington DE 19807, email rh@udel.edu, fax 302-655-3188. March 1, 2004 Deadline.

Communal Studies Association conference Sept. 30-Oct. 2, 2004, Hancock Shaker Village, Pittsfield, MA. "Travels and Journeys in Communalism." In addition to papers that address the conference theme, papers and panels are welcome from diverse disciplinary perspectives on any aspect of communal studies including architecture, art, history, material culture, literature, teaching communal studies, and contemporary communalism & communities. See www.communalstudies.info. Abstracts and short c.v. to: Elizabeth De Wolfe, University of New England, Dept. of History, 11 Hills Beach Road, Biddeford, ME 04005 or via email edewolfe@une.edu. April 1, 2004 Deadline.

Submissions are invited for an edited volume on gender, race, and nationalism in the African Diaspora. This volume will feature theoretical, empirical, and interpretive work from a range of disciplines on Black nationalist politics in Africa, Europe, South America, North America, Asia, and the Caribbean. It will compile cutting edge scholarship that illuminates women’s roles in Black nationalist movements and/or examines the gendered nature of Black nationalist thought and politics. Sub-

(Continued on page 2)
Fellowships (Pre- and Postdoctoral)

Rockefeller Resident Post-Doctoral Fellowships at the Latin American and Caribbean Studies Center (LACS) of Stony Brook University. Theme for 2004-2005: “Durable Inequalities in Latin America: Histories, Societies, Cultures...” We seek primarily Latin American or Caribbean scholars from any field in the Humanities, Historical, or Social Sciences whose work relates to the study of inequalities. LACS welcomes proposals that link inequalities throughout the Americas. LACS will offer two Fellowships of 8-10 months duration (Sept. 2004-May 2005) of $36,000 plus travel and research expenses. For application guidelines and further information: http://www.stonybrook.edu/lacc or lacc@notescc.sunysb.edu. Applications accepted in hard copy only, in English or Spanish, no later than February 15, 2004 at: Paul Gootenberg, LACS Director, Latin American & Caribbean Studies, Stony Brook University, SBS N-333, Stony Brook, NY 11794.

The Library Company of Philadelphia and The Historical Society of Pennsylvania will jointly award approximately thirty one-month fellowships for research in residence in either or both collections during the academic year 2004-2005. Application deadline is March 1, 2004. To apply send five copies each of a brief résumé, a two to four page description of the proposed research, and a letter of reference to: James Green, Library Company, 1314 Locust Street, Philadelphia, PA 19107. For more information, telephone (215) 546-3181, fax (215) 546-5167, e-mail jgreen@librarycompany.org. In addition, the Library Company’s Program in Early American Economy and Society (PEAES) supports four one-month fellowships in economic and business history, as well as long-term dissertation and advanced research fellowships. Application Deadline is March 1, 2004. For more information about PEAES and its fellowships please contact Cathy Matson, Program Director, at cmatson@udel.edu or go to www.librarycompany.org. Candidates are strongly encouraged to inquire about the appropriateness of the proposed topic.

(Continued from page 1)

missions may assess particular Black nationalist figures, concepts, texts, discourses, events, movements, or organizations or examine or critique conventional frames of reference for or theoretical approaches to analyzing gender and Black nationalist politics. For information or queries, contact Dr. Nikol G. Alexander-Floyd at (540) 231-7528 or combahee@vt.edu. Submissions (two hard copies and one disk copy) should be sent to Dr. Nikol G. Alexander-Floyd, Assistant Professor of Women Studies, Department of Interdisciplinary Studies, 133 Lane Hall (0227), Virginia Polytechnic Institute and State University, Blacksburg, VA 24061. March 31, 2004 Deadline.
Employment Opportunities

For more complete listing of positions, please see the Chronicle of Higher Education (http://chronicle.com/jobs/) OR The American Studies Association <http://www.georgetown.edu/crossroads/AmericanStudiesAssn>

Johns Hopkins University Center for Talented Youth Summer Programs

Johns Hopkins University’s Center for Talented Youth has been offering intensive academic instruction to pre-collegiate students for the past 24 years. Our summer programs are designed to support and nurture academic talent by giving outstanding students a chance to study at a pace and depth that match their abilities. While academics are our primary focus, we also provide a rich social and recreational experience outside the classroom.

Our students range from the 2nd grade to the 11th grade and are very bright; their performance on standardized tests places them at the top of their age group. They are students who have the social and emotional needs of children and adolescents, but who are academically talented and motivated beyond their years.

Instructors are public or independent school teachers, graduate students, college professors, and professional writers. We look for instructors with teaching experience, preferably with adolescents or children, and expertise in the relevant field. Our teachers must have demonstrated organizational skills, energy, and creativity.

The starting salary for instructors ranges from $1800-$2800 per 3-week session, depending on education and experience. Room and board are provided at residential sites where each staff member gets his/her own room in a college dormitory. **Session 1:** June 24 - July 17, 2004 **Session 2:** July 17 - August 7, 2004

If you have questions about summer employment with CTY, write to us at cytsummer@jhu.edu or call 410-516-0053. **Application consideration begins January 30, 2004.** Johns Hopkins University is an Equal Opportunity Employer. Women and minorities are encouraged to apply.

Latin American Film and Media Studies. The College of Humanities, Arts, and Social Sciences at UC Riverside invites applications and nominations for a **junior, tenure-track Assistant Professor** appointment in **Latin American film and media studies.** The successful candidate will contribute to the rapidly growing interdisciplinary and interdepartmental Film and Visual Culture program, which currently offers a major and minor and is planning a graduate program, as well as work with other faculty developing programs in Latin American Studies and Hispanic Studies. Candidates should have a broad knowledge of film and be prepared to teach some of the Film and

(Continued on page 4)
Visual Culture program’s core courses in film history, theory, genres, and analysis, as well as comparative courses in Latin American media, the media of one of the countries in the region, and/or Latin American media in diaspora. Additional expertise in one or more of the areas that represent the strengths of the College also desirable: gender and sexuality, minority discourses and ethnic studies, colonialism and postcoloniality, popular culture, and performance studies; production skills and innovative multimedia pedagogy a plus.

Departments of faculty currently participating in Film and Visual Culture include Anthropology, Art, Art History, Comparative Literature and Foreign Languages, Computer Science, Creative Writing, Dance, English, Hispanic Studies, Music, Sociology, Theatre, and Women’s Studies, but scholars in other disciplines with a media focus are also encouraged to apply. Course load is competitive, and comprises a mix of lower and upper level offerings, and depending on the department of appointment, graduate classes, as well. Verifiable Ph.D. at time of appointment, teaching experience, and a record or compelling promise of research and publication are required. Salary is commensurate with education and experience. Send application letter, vita, writing sample (20 pp.), sample syllabus, and 3 letters of recommendation to Professor Raymond L. Williams, Chair of Search Committee, Film and Visual Culture Program, University of California, Riverside; Riverside, CA 92521. Application review will begin February 12, 2004. The appointment may be made as early as July 1, 2004, but the position will remain open until qualified candidates are found. Finalists will be selected by an interdisciplinary search committee and invited to campus in 2004 for a lecture and interview. All applicants will receive acknowledgement of receipt of their materials.

Editor’s Note: Similar position available at UC Riverside in South/Southeast Asian film and media studies with a deadline of March 4, 2004. Please contact velmwood@indiana.edu for details.
Joint Spring Conference With Cultural Studies Program Highlights Interdisciplinary Approach to Studying Globalization

Cynthia Enloe to give Keynote Address

The present moment brings an intellectual and political urgency in thinking the organization an practices of empire, historically, comparatively, and with respect to the vision of a "New American Century" that now governs the Bush administration's policies. Today we arguably confront a novel situation, in which an unrivaled U.S. imperial power aspires to the domination of a post-Cold War, "unipolar" world. The conference will emphasize some of the specific issues raised by the present historical circumstances, as well as the lines of historical inquiry (and the modes of historiography) that are, in various ways, urged or informed by the dangers of the contemporary moment. Papers and commentary will engage a wide array of topics, including the interplay of neoconservative and neoliberal policies; the relation of the state and of state functionaries to multinational capital and to the military industrial complex; transformations in the political culture of the U.S. (e.g., the crisis of electoral politics and of the two-party system); the United Nations, NGOs, and the status of multilateralism; cultural diplomacy as an arm of U.S. foreign policy; legacies of earlier imperial and colonial formations (e.g., enforced uneven development); counter-imperial formations (diasporic culture; new ethnicities; solidarity movements; alternative globalization; temporary autonomous zones); academic knowledge production and the state (e.g., Cold-War era area studies; House Bill 3077); information technologies and global division of labor; the relation between late capitalism's decentralized, "disorganized organization and concentrations of state power.

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"Empire"
9:30-5 p.m., April 9-10, 2004
University Club, President's Room
Indiana Memorial Union

Keynote Address
Cynthia Enloe
Department of Government, Clark University

"Feminists Explore How Empires are Created and Sustained: Shedding Light on the U.S. Occupations of Iraq and Afghanistan"

Friday, April 9th, 7:30 PM
Ballantine Hall 109
Panel Discussions: Saturday April 10th, 9:30-5 p.m.
University Club, President’s Room, Indiana Memorial Union

Panelists:
- Purnima Bose, Department of English, Indiana University
- Patrick Brantlinger, Department of English, Indiana University
- Nick Cullather, Department of History, Indiana University
- Barbara Foley, Department of English, Rutgers University, Newark
- Stephanie Foote, Department of English, University of Illinois, Urbana-Champaign
- Cris Mayo, Department of Educational Policy Studies, University of Illinois, Urbana-Champaign
- Christiana Ochoa, School of Law, Indiana University
- Radhika Parameswaran, School of Journalism, Indiana University
- Nazif Shaharani, Near Eastern Languages & Cultures and Islamic Studies Program, Indiana University

REGISTRATION FOR THE CONFERENCE IS FREE. TO REGISTER AND/OR TO REQUEST A COPY OF THE PROGRAM, PLEASE CONTACT LAURA SHACKELFORD (Ishackel@indiana.edu)

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The American Studies Program Announces:

The Virginia LaFollette Gunderson Award for best graduate student essay in American Studies

Established in memory of Virginia LaFollette Gunderson, this award recognizes the best essay written by an American Studies graduate student with prize money in the amount of $300. The winner will also be invited to present an abbreviated version of the winning essay to a multidisciplinary audience of IU faculty and graduate students. The result of the competition will be announced in early April and the presentation scheduled for early fall semester.

Deadline for submission: Monday, March 29th, 2004

Address submission to:
Eva Cherniavsky, Director
American Studies Program, Ballantine Hall 520
Indiana University, 1020 E. Kirkwood Avenue
Bloomington, IN 47405-6601

Eligibility and restrictions:
* Open to all Ph.D. minors and combined Ph.D. students in the American Studies Program.
* Submissions should be 15-25 pages in length (typed, double-spaced) and should have been written during the Spring 2003 or Fall 2003 semesters. You name should appear on title cover sheet only.
* Papers may focus on any aspect of cultural, political, social, or economic formation in the United States. Also appropriate are comparative essays (in which the United States would represent one site in a multi-sited investigation) and essays with a theoretical or methodological emphasis relevant to the current scholarship in American Studies.

For further information, please contact the American Studies Office at 855-7748.
Meet the Program: The Changing Face of American Studies

This is the next installation in our ongoing project to put faces with names in a Program that emphasizes interdisciplinarity and by drawing both students and faculty from a diverse array of different departments here at Indiana University — Bloomington. If you know of a student or faculty member who should be featured in the newsletter or anyone with recent awards or presentations, please contact editor Victoria Elmwood at velemwood@indiana.edu.

Before coming to America, Anvi Hong (pictured at right) was a teacher of English at the University of Ho Chi Minh City in Saigon, Vietnam. At the moment, she is studying for her doctorate, a combined degree in History and American Studies.

E: How long have you been in the American Studies Program? What first attracted you to it?
AH: When at home, I saw many Vietnamese thinking about America as Promised Land. From what little I read about it, I accepted that there are many things America can teach the world; but Promised Land, I was not sure. I wished to find out for myself. This is my first year in the American Studies program at IUB.

E: What topics or courses has the Program allowed you to explore that you might not otherwise have had the chance to learn about?
AH: The survey course (G603) offers me insights and approaches I can use to study American culture inside out and upside down, the flexibility that, if used wisely, will surely yield well.

E: How do you see American Studies fitting into your dissertation project or other academic interests?
AH: It is like an extra perspective that helps me to check and balance my study and outlook. These days I tend to think about the American “uniqueness” as a good reminder of the need to look at “others” through their excellence. This keeps me off the extreme.

E: What resources, activities, or opportunities, if any, has the Program made available to you?
AH: The program’s financial support as well as its goal to expand in diversity make my presence here a meaningful contribution, and the prospect of a comparative course in American Studies seems possibly interesting.

E: Do you have any advice or encouragement for students who have just joined the American Studies Program?
AH: For those who sometimes find themselves showing the left cheek to the one who hit them on the right one, American Studies provides an academic explanation.

Other Newsmakers:
Don Maxwell will be presenting his paper “Religion and Politics at the Border: Canadian Church Support for American Vietnam War Resisters” at a conference called “Canadian-American Relations: Do Borders Matter?” sponsored by the Organization for the History of Canada in Ottawa in May.

Tyrone Simpson has accepted a tenure-track position at Vassar College in New York.

Rebecca Skulnick passed her qualifying exam on January 22, 2004 and has accepted a tenure track position in Education at Ursinus College, a small liberal arts college 15 miles north of Philadelphia.

(Continued on page 6)
Still Looking for a Fall Course in American Studies? Please contact Nancy May-Scott for more information or course descriptions.

G603 Introduction to AMST  2:30-5:00 pm Tuesday
G620 Introduction to Media Theory Aesthetics
11:15 am-12:30 pm TR and 7-10:30 Tuesdays – film screening
Jointly offered with CMCL C503

G620 The African Diaspora  6-8 p.m. Tuesdays
Jointly offered with HIST H699

G620 Afro-Latino Music  1:00-3:30 p.m. Thursdays
Jointly offered with POLK P638

G620 Media Genres: Television Genres  1-3:30 Tuesdays
Jointly offered with CMCL C592

G751 The Film Canon
9:30a-12:00p Thursdays and 7p-10p – Wednesdays -film screening
Jointly offered with CMCL C792

G751 Intensive Study of a Culture: The Lakota (Sioux) Indians
4-6:15p Tuesdays
Jointly offered with ANTH E600

G751 Sem. in Rhetoric & Public Culture [Democratic Dissent]
9:30-12:00 Fridays
Jointly offered with CMCL C705

G751 Popular Art: Class, Taste, & Cultural Politics, 1830-1930
2:30-5:30 p.m. Mondays
Jointly offered with FINA A643

Calls for Papers

SAML A 2004 Call for Papers for MELUS Panel
Panel Topic: Ethnic and Regional Identities

Taking into consideration that this is a regional conference, the topic for this year's MELUS panel will focus, very broadly, on ethnic identities and regional affiliations. How does one's geographical location help define or shape one's perspective of his/her ethnic identity? For instance, how is masculinity or femininity shaped by region? Can a canonical writer (e.g. Henry James) also be an ethnic regional writer, and, if so, how does this alter ideas of the canon and "universal" writers? How do regional politics, other immigrant cultures or ethnic identities, religious beliefs, or local stereotypes influence ethnic heritage, whether the ethnicity be mainstream or marginal? Please note that the region does not have to be limited to the South. The ideas listed above are only suggestions for possible approaches to the panel topic. Please submit 1 page typed abstracts (300 words or less) by March 31, 2004 to Professor Joy Leighton at leighjo@auburn.edu. Please include your email address and contact phone number. Also, include a brief C.V. Electronic submissions are preferred.

For more information about SAML A and the conference, please go to the SAML A website:
http://www.samla.org/index.shtml

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EMPLOYMENT OPPORTUNITIES


Performance and Globalization: UCLA Department of World Arts and Cultures invites applications for a tenure track open-rank position in Performance and Globalization focused on theories of globalization and transnationalism, and/or diaspora and transmigratory studies in relation to performance and/or expressive culture. The applicant’s research should engage with globalization as it interacts with issues such as identity and corporeality, as it intersects social categories of gender, class, race, and/or ethnicity, and as it is produced or contested by contemporary performance (as broadly conceived). Responsibilities of the position will include active pursuit of a program of research, publication, and/or creative work; graduate and undergraduate teaching and advising; and service in the Department of World Arts and Cultures. The successful candidate will contribute to the undergraduate curriculum in Cultural Studies, the graduate curriculum in Culture and Performance and will participate in the interdisciplinary, comparative, and theoretical dialogues that define the intellectual vitality of the Department of World Arts and Cultures. The position is open to both scholars and artist-scholars. A Ph.D. or other terminal degree is preferred. We invite applications from candidates who are interested in connecting with other fields and disciplines and are strongly committed to research. Theoretical and geographical interests are open. Level of appointment and salary will be determined by the candidate’s qualifications and professional experience. A letter of application (which should include a brief narrative about the applicant’s research and teaching interests), CV, sample publication and/or documentation of creative work, and names, phone numbers, and email addresses of three references should be sent to: Chair, Global Studies Search Committee, UCLA - Department of World Arts and Cultures, P.O. Box 951608, Los Angeles, CA 90095-1608. Application deadline: April 5, 2004, or until filled. The University of California, Los Angeles is an Equal Opportunity/Affirmative Action Employer. Proof of U.S. citizenship or eligibility for U.S. employment will be required prior to employment (Immigration Reform and Control Act of 1986).

Film Studies: The English Department at the University of Nebraska-Lincoln announces a tenure-track Assistant Professor position in Film Studies. Candidates must have a Ph.D. in Film Studies, English or equivalent. Evidence of outstanding teaching required; publication record appropriate to direct graduate student work required. Preference will be given to candidates with interests in one or more of the following areas: film history, American cinema, international cinema, film theory and criticism, and studies in the cinema. Send letter of application and vita to Professor Judith Slater, Department of English, 202 Andrews Hall, University of Nebraska-Lincoln, Lincoln, Nebraska 68588-0333. Review of applications will begin March 24, 2004, and continue until a suitable candidate is found. The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act. Contact: Professor Slater at 402-472-1822 or e-mail jeslater@unlnotes.unl.edu for assistance. Web site: http://www.unl.edu/english.

Folklore: The University of Oregon English Department is searching for a tenure-track Assistant Professor in Folklore with emphasis preferred in one or more of the following: narrative, performance studies, public sector (representations of culture), multimedia with emphasis on production, folklore theory and methodology. Ph.D. in English, Folklore, or related field required; record of fieldwork and publications preferred. Position will begin Fall 2005.

We are interested in candidates with demonstrated research interests in race, ethnicity, and gender, whose programs will complement those of an active, diverse, and interdisciplinary faculty. Candidates should be prepared to teach graduate and undergraduate courses in the field, including participation in the Interdisciplinary Folklore Program. Salary is competitive and significant development funds may be associated with this appointment. To learn more about the English Department, see http://darkwing.uoregon.edu/~engl/. To learn more about the Folklore Program, see http://darkwing.uoregon.edu/~fltr/.

Applicants should send a letter, c.v. (with names of referees), and an article length writing sample by April 15 to:

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Essay Collection on White Male Embodiment
(04/01/04; Collection)

Proposed collection of Essays on the white male body as text and representation.

Recently, a number of scholars have responded to the lack of scholarship pertaining to manhood and the male body, and have paid increasing attention to the role and status of white men. This recent work suggests that embodying white men usefully dismantles the myth of a monolithic disembodied privileged white manhood. Not surprisingly, this still relatively new focus on the white male body and white male difference has provided a beginning rather than an end and still leaves a significant gap.

This collection aims to help fill a particular gap by focusing specifically on fictional and historical white male figures whose bodies are inscribed or made visible and thus extend and challenge narratives of white male disembodiment. We are interested in how different historical forces/politics/systems such as monarchy, science, imperialism, industrialism, and nationhood have produced narratives and representations of embodied white men. We are also interested in how these bodily texts in turn produce, represent, and/or threaten specific historical/social/political contexts. Papers may deal with the literature of any country and any time period but must offer arguments that are rooted in specific historical and cultural contexts. Papers that deal with periods prior to the nineteenth century are especially welcome. Deadline: April 1, 2004.

Please send via email or regular mail proposals or completed papers to: Dr. Penny Ingram, Assistant Professor, Department of English, Auburn University, Auburn, AL 36830; (334) 844-9081; Email: ingrape@auburn.edu

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Kim Trager’s paper "Gender in crime coverage: A case study of a local newspaper," which she co-authored with Betsi Grabe, Jennifer Rauch and Melissa Lear, was accepted to the International Communication Association 2004 conference in New Orleans.

“Feminists Explore How Empires are Created and Sustained: Shedding Light on the U.S. Occupations of Iraq and Afghanistan”
Cultural Studies and American Studies Joint Conference Lecture Given by Cynthia Enloe

As a scholar, Enloe’s passion is to combine a feminist theory and practice. She deploys what she terms a “feminist curiosity,” which entails taking women’s lives seriously in order to add complexity to any issue under consideration and, in general, to be smarter about the world and the power wielded in controlling it. Specifically focusing this methodology on the American military and its efforts in Iraq and Afghanistan, Enloe asks what it exposes about nations when one looks behind their militaries to see women who, in their role as mothers, serve as suppliers (for lack of better language) of a military power. Behind such a “camouflage of normalcy” lies the attempted building of attempted empire.

In this building of empire, militarization (the process of militarism) is key. Enloe looks particularly at the organization and reorganization of military bases over the past several decades, which culminates in what she calls the “lily pad” policy surrounding recent base (re)structuring. Rather than establishing more permanent structures on military bases that allow for the maintenance of traditional nuclear family life, the military sets up encampments designed to be both temporary and minimal. Such pared-down facilities preclude the types of services and structures that enable the family members (spouses, children) of personnel to live in close proximity. In studying the politics of these bases (vis-à-vis the cities with which they collaborate) in particular, scholars have looked at effects upon the environment, community practices, sovereignty, popular culture and sexual practices. Using a feminist curiosity here allows Enloe to assert that the security of these bases and the ways in which they relate to and define their military towns is based, ultimately, on their ability to control women.

Currently, many new bases are being created, but they are smaller and less elaborate than the bases of the past. They are designed from a more temporary perspective, to house men who are not engaged in long-term deployments. They also do not contain the physical or social amenities that previous bases held; in short, they are no longer places for wives and children. All of this contributes to some interesting cultural changes: first, an alteration of the expectations of male soldiers about being married soldiers, and secondly, a change in the definition of what it means to be a military wife.

What Enloe suggests most deserves scrutiny from the curious feminist here is the need to watch is how this significant shift in military restructuring of warfare ultimately might affect empire building. For instance, what role might women play (in this altered, more male environment) in encouraging their husbands not to reenlist? What pattern of foreign military engagements does the lily pad military base encourage and to what other policies might this give rise?

— Reported by Cynthia Yeades

Saturday’s Panels
The morning panel of the conference featured an engaging variety of topics. Stephanie Foote and Cris Mayo spoke about the ex nihilo creation of an imaginary international link between Pekin, Illinois and Beijing, China. The Illinois town was recently required to defend its high school students’ mascot of choice, the “Fighting Chinks.” Though the mascot was later revamped into the “Fighting Dragons,” the students of the high school in question used the loose claim of international connection as a defense for their initial mascot choice. Foote and Mayo describe the debate over the mascot as an occasion for the town’s youth to “cut their teeth” on liberal politics through an anti-racist intervention in defending the “Fighting Chink.”

Pat Brantlinger spoke on his recent work regarding the concept of imperial benevo-
lence. He suggested that the concept of benevolence and the expression of good will have served and will continue to serve to motivate and justify imperial expansion. Brantlinger is quick to concede that the modernization of colonial holdings can, in some ways, be beneficial to subject populations. However, he devotes most of his attention to the havoc wreaked by the imperial bureaucratic state’s annihilation of deep-seated indigenous socio-cultural institutions and the extent to which the loss of these indigenous forms of social order further opens the newly (often incompletely) modernized polity to exploitation and manipulation by imperial powers.

Radhika Parameswaran’s investigation of the Indian beauty queen exposes the extent to which a discourse of opportunity and individual agency appears in conjunction with these women’s images in popular Indian print media. She chronicles the transformation of the beauty queen image in the contemporary Indian imagination as one going from that of a socially privileged, well-polished representative of ethnic purity and parochial culture to that of a socially ascendant, cosmopolitan go-getter who eagerly deploys her physical assets into an internationalist cultural currency in the service of creating demand for Western capitalist commodities in India.

Rounding out the morning’s presentations was Nazif Shahrami, who spoke on the tribal traditions of rule and of Middle Eastern expatriates’ affiliations with the American government. Shahrami explained the ways in which the U.S.’s refusal to empower local agencies in Afghan and Iraqi reconstruction are working to create a more centralized government that ignores local cultural relationships and enforces a homogeneity that serves the interests of the expatriates the are employed by the American government as liaisons, representatives, and ambassadors. More traditional means of government placed emphasis on group cohesion, while the later, nation-state model creates a special link between a bounded territory and a head of state.

The conference’s second panel, “Thinking Imperialism,” made inquiries into “the conceptual challenges posed by the historical displacements imperialism has undergone and the circuitous and indirect routes that lead from the history of colonialism to the present moment, in the aftermath of decolonization movements, the collapse of Cold War oppositions and the three worlds model, the emergence of global economic institutions like the IMF to mediate the gap between over and underdeveloped nations, and the increasing dominance of transnational information and monetary flows.”

As part of his larger analysis, Nick Cullather addressed the importance of the media in the creation or reinforcement of the concept of empire. He points out that the story of the first war brides from the Iraq war is really not a “story” yet because (1) there are no photos of the individuals or their marriage ceremonies (2) the way in which the military has handled this is quite different from, say, war brides during World War II and (3) most of the discussion of this event has taken place in chat rooms rather than in the “mainstream” media.

Purnima Bose dealt with the role of the worker in maintaining a sense of economic and industrial empire in her look at the evolution of the employee guide for GE from the 1940s/1950s through the era of Jack Welch, accompanied by some rather interesting overhead illustrations.

Barbara Foley’s work focused on the usefulness of Marxist theory toward overcoming the hegemony of empire in a more traditional sense of social revolution. She asked interesting questions about the citizen’s role in both domestic and global empire: how it might be challenged in both reformatory and revolutionary ways.

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**Meet the Program: The Changing Face of American Studies**

This month’s graduate student spotlight features the American Studies Associate Instructors selected for the 2004-2005 academic year: Victoria Elwood, Suzanne Back- Wasner, and Kim Trager. If you know of a student or faculty member who should be featured in the newsletter or anyone with recent awards or presentations, please contact editor Victoria Elwood at velmwood@indiana.edu

Kim Trager is a Ph.D. candidate in the Department of Journalism, and the class she'll be teaching (A202: U.S. Arts and Media) is entitled “From West Wing to Pearl Jam: The Media & Their Audiences.”

1. Describe your academic interests — if you like, your dissertation. How do you see your work fitting into the field of American Studies?

My research examines the power relationships that pervade everyday literary practices in the United States. I am particularly interested in how sponsors of literacy in America (cultural, legal, religious and political institutions) have shaped the way people read and talk about reading. My dissertation will examine the competing representations or ideologies of reading that swirl around the "One Book, One City" programs that are flourishing in cities around the country.
2. What first gave you the idea for your American Studies class? What kind of theoretical approach(es) or critical issues does it emphasize and what questions will it foreground?
I have taken two classes on ethnographic research in communications, one through the journalism department and one through the communication and culture department. Both of these graduate classes were fantastic and really inspired me to develop this course. My class will explore how people integrate media into their daily lives and the power and identity issues implicated in this interaction. Several of the texts that students will examine suggest that media practices frequently reflect, maintain and advance the inequalities of American society, especially in respect to gender, class and race. But other articles that students will read highlight the cohering elements of mediating leisure and their liberating potential. In general, the class should shed light on the ways in which media practices shape and are shaped by American culture.

3. What kinds of texts or critics will the course feature? Are there any particular groups of students who might be especially interested in this course?
Many of the texts in this class are ethnographies of diverse media audiences in the United States. Other readings, however, explain how to do ethnographic research. These articles should help prepare them for their final ethnographic project. I think students in folklore and anthropology might really enjoy the "hands-on" fieldwork that this course entails. And I think the main themes and concepts of the class might be of special interest to students in journalism and communication and culture.

4. Do you see the course as an offshoot of your dissertation? If so, how?
Yes. The topics and methods explored in this class overlap with the themes and approaches that anchor my dissertation. I am sure that class discussions will in one way or another influence my dissertation.

5. What are you most looking forward to about teaching for American Studies?
I have heard from previous A202 instructors that the department gives you great feedback on how to improve your class. And, at the same time, I have heard that the department really puts a lot of trust in their instructors and gives them a lot of freedom in designing and implementing the class. So, I really look forward to working in this sort of environment.

Victoria Elmwood is a Ph.D. candidate in the English Department and the course she'll be teaching (A202: U.S. Arts and Media) is entitled "America and Me: Problems of Nation and Identity in Self-Narrative."

1. Describe your academic interests — if you like, your dissertation. How do you see your work fitting into the field of American Studies?
My dissertation looks at American men's autobiography of the twentieth-century postwar period. While it makes historical claims about the changing interpretations and incarnations of American national identity, it also focuses keenly on thinking about the ways that individual identity serves as a coping mechanism that responds to changes in the environment — material, socio-structural, political, and other aspects.

2. What first gave you the idea for your American Studies class? What kind of theoretical approach(es) or critical issues does it emphasize and what questions will it foreground?
The question of national identity in the age of mass-communications and media has swelled in stature, and it seems that, the more we think about it, the more difficult it is to find something that doesn't have to do with personal or national identity. However, there are definitely texts that give us more to hold on to in terms of how much insight they provide on the nature of subjectivity and identification with the nation or as a national subject, and I've sought to use that to focus the class.

3. What kinds of texts or critics will the course feature? Are there any particular groups of students who might be especially interested in this course?
Students of psychology, international relations, women's studies, cultural studies, journalism, communications and culture, literature, and history will all find the text's we'll discuss in class to be relevant to their interests. Movies like The Jackal and the Angry Inch and Oliver Stone's JFK deal with issues of identity and international politics of the Cold War while books like Mary Karr's The Liar's Club are more regionalist and intimate in their perspectives. Finally, fictional life narratives like Leslie Marmon Silko's Ceremony deal with questions of conflicts between minority ethnicity and nationality and the problems they

(Continued on page 4)
4. Do you see the course as an offshoot of your dissertation? If so, how?
I suppose I'm most excited about the connections both the class and my dissertation make in terms of fleshing out the connections between lived reality and cultural symbolic. Stanley Tambiah suggests that it is through cultural products and cultural products that nationalities are constructed. Taking the construction of life-narratives as one such cultural product that exists in everyday culture as well as what one might call "high art," "America and Me" hopes to shed some light on the connection between personal identity and national affiliation.

5. What are you looking forward to about teaching for American Studies? This will be my second year teaching for American Studies, and I've found it to be one of the best experiences I've had at IU because it allows me to have the experience of putting together and teaching my own course centered around my own research interests. Also, the variety of students taking courses in American Studies gives me experience with many different segments of the IU undergrad community.

Suzanne Eck-Wanzer is a Ph.D. Candidate in the Department of Communication and Culture, and the class she'll be teaching (A201: U.S. Movements & Institutions) is entitled "Is Feminism Dead?: Challenges to Gender and Equality."

1. Describe your academic interests -- if your like, your dissertation. How do you see your work fitting into the field of American Studies?
In general, I see my academic interests as being at the intersections of feminist, rhetorical, and legal theories in the ways that marginalized voices get represented in our public culture. I see academic scholarship as being intensely political and strive to bring my activism in line with my research, writing, and teaching. My dissertation examines representations of domestic violence in various American cultural media (Hollywood movies, legislative debates, and popular news articles) throughout the 1990s. In terms of American Studies, I follow the lead of those who would question the sense of privilege proffered to some voices within the American public culture while so limiting representations and access of other voices.

2. What first gave you the idea for your American Studies class? What kind of theoretical approach(es) or critical issues does it emphasize and what questions will it foreground?
About once a semester I ask students if they are feminists -- typically, only one or two students will claim the position of feminist and this is always curious to me. The answers for why students aren't feminist range from the various negative connotations associated with the word to the general feeling of apathy that the work of feminism is done. Given the very material disparities I encounter in my work with women in cases of domestic violence and sexual assault (ranging from physical violence to lack of access to legal & social resources to exceptional feelings of low self-worth), I am troubled deeply by this disconnect. I take as a starting point for this class the presumption that there are significant disparities based on gender/sex in our American culture (and these disparities get further exacerbated at the intersections of race, class, sexuality, ability, age, etc.). Based on this, the course seeks to better understand the various challenges still facing women in America and the ways in which Post-Feminist assumptions about the "death" of feminism complicate the terrain. Questions of privilege, gender constructions, and resistance will all be foregrounded.

3. What kinds of texts or critics will the course feature? Are there any particular groups of students who might be especially interested in this course?
In general, this course will blend together a variety of resources ranging from feminist theorists and academic writers to popular cultural texts (e.g., Alix McBeal, Buffy the Vampire Slayer) to websites. Since it's important to see where our public culture gains its understanding of women and feminism, we will blend the academic with the popular to seek moments of resistance. This should be of interest to anyone who cares about women -- but, specifically, majors such as Gender Studies, Communication & Culture, Eng-
Employment Opportunities

For more complete listing of positions, please see the Chronicle of Higher Education (http://chronicle.com/jobs/) OR The American Studies Association <http://www.georgetown.edu/crossroads/AmericanStudiesAssn>

2004-2005 Visiting Positions in American Studies Announcement

Visiting Assistant Professor or Visiting Instructor, American Studies, Identity Studies/Popular Culture

Miami University, Program in American Studies is currently seeking applications for a visiting assistant professor or visiting instructor for the 2004-2005 academic year. Candidates must be qualified to teach introductory and possibly advanced courses in American Studies at the undergraduate level; research and teaching interests in issues of race, ethnicity, gender, and/or sexuality as represented in popular media and popular culture preferred. Knowledge of digital media as applied to the humanities, especially American Studies, would be welcome. The candidate should have a record of effective undergraduate teaching and promising research. A Ph.D. in American Studies or a closely cognate area is required for the visiting assistant professor position; ABD for the visiting instructor appointment. Please submit a letter of application with curriculum vitae, three letters of reference, and evidence of effective teaching including teaching evaluations. **Review of applications will begin immediately and will continue until the position is filled.** Submit application to Marguerite S. Shafer, Program in American Studies, Miami University, Oxford, Ohio 45056. Miami University is an equal opportunity/affirmative action employer.

Visiting Assistant Professor or Visiting Instructor, American Studies, Public Culture/Public Humanities

Miami University, Program in American Studies is currently seeking applications for a visiting assistant professor or visiting instructor for the 2004-2005 academic year. Candidates must be qualified to teach introductory and possibly advanced courses in American Studies at the undergraduate level; research and teaching interests in public culture, community studies, museum studies and/or public history preferred. The candidate should have a record of effective undergraduate teaching, promising research, and some experience with public humanities. A Ph.D. in American Studies or a closely cognate area is required for the visiting assistant professor position; ABD for the visiting instructor appointment. Please submit a letter of application with curriculum vitae, three letters of reference, and evidence of effective teaching including teaching evaluations. **Review of applications will begin immediately and will continue until the position is filled.** Submit application to Marguerite S. Shafer, Program in American Studies, Miami University, Oxford, Ohio 45056. Miami University is an equal opportunity/affirmative action employer.

Calls for Papers

Conferences and Publications with early summer deadlines...

**May 30, 2004 Deadline.** 29th annual Great Lakes History Conference, sponsored by Grand Valley State University, in Grand Rapids, Michigan, on October 29-30, 2004. Theme: "Challenging Historical Borders: Exploring Intersections between Nations, Regions, and Disciplines." Dr. Patricia Limerick (University of Colorado) will deliver the keynote. Please send an abstract to: Dr. Paul Murphy or Dr. David Stark, Department of History, Grand Valley State University, Allendale, MI 49401. Email: murphypg@gvsu.edu or starkd@gvsu.edu. Website: [http://www.gvsu.edu/history/glhc.html](http://www.gvsu.edu/history/glhc.html)

**May 31, 2004 Deadline.** 15th Conference on the Small City and Regional Community, University of Wisconsin-Stevens Point, Theme: "Governing the Small City," September 30 & October 1, 2004. Proposals on any aspect of small city life, especially governance, are sought. Selected papers will be published in the conference Proceedings, Volume 15. Contact: Bob Wolensky, Center for the Small City, University of Wisconsin-Stevens Point, 54481; rwolesky@uwsp.edu. For more information [http://www.uwsp.edu/polisc/smalicity/Call_for_Papers](http://www.uwsp.edu/polisc/smalicity/Call_for_Papers)

**July 1, 2004 Deadline.** *Punk and Hardcore: Contemporary Approaches.* The focus of this edited book is the contemporary (post 1980) punk and hardcore scenes. The book will consider issues such as resistance, commodification, social class,
lish, Journalism, Sociology, Psychology, and Criminal Justice will find it most aligned with familiar academic methodologies.

4. Do you see the course as an offshoot of your dissertation? If so, how?
In some ways, yes. While my dissertation takes as its specific problematic representations of domestic violence, its underlying concern is with the ways in which we are able to culturally justify widespread abuses of women. So, in many ways, the question always comes back to ways in which we culturally police gender and expect women especially to "save themselves."

5. What are you looking forward to about teaching for American Studies?
I'm interested to see how the conversations will change with an interdisciplinary audience. I'm excited to see thoughtful students challenge each other (and challenge me). I'm consistently amazed at the insights that students bring to the table -- there are concerns that I may not even be aware of and I'm so grateful to have this opportunity to engage the discussion.

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geography, identity (gender, race, sexual diversity, etc.), and activism. Contributions will not only describe scenes and struggles within punk but each will clearly identify the larger political and theoretical issues at stake. The editors invite submissions of about 4,000-6,000 words written for academic readers as well as punks looking for serious discussion of their movement. The book will be published by an academic press. Inquiries should be sent electronically to hentoltzman@riseup.net.

July 1, 2004 Deadline. Ashgate have expressed their interest and commitment to publishing a new text on queering and popular music. This will include papers from original contributors to Queering the Pitch, The New Gay and Lesbian Musicology. London: Routledge (1992) and will be edited by Sheila Whiteley and Jennifer Ryenga. The research questions that will be addressed will relate primarily to issues surrounding sex and sexuality, teasing out the connections between sexuality and gender, whilst maintaining the centrality of queer within the discourses surrounding popular music. As such, the planned book will provide specific insights into the intellectual roots of the field, the conditions that made it both possible and critical, and the significance of queering to contemporary popular music. Proposals should be sent by e-mail to: j.whiteley@salford.ac.uk. They should include author's name, institutional affiliation (if any), post and email addresses, and abstract of no more than 500 words.

Visit us on the Web at:
http://www.indiana.edu/~amst/

Victoria Elmwood, editor
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Newsmakers

John Cash successfully defended his dissertation last December. It is titled "Borrowed Time: Reenacting the American Civil War in Indiana."
He will be graduating in May with a Ph.D. in Folklore and American Studies and an MLS in Library Science.
He also has an article on reenacting in "Times, Places, Passages: Ethnological Approaches in the New Millennium," edited by Attila Paladi-Kovacs, being the proceedings of the 2001 SIEF conference, just published by Akademiai Kiado, Budapest, 2004. The article is called "The Usable Past Reconsidered: An Ethnography of Civil War Reenactors" and is on pages 246-57.

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