American Studies Program Spring 2005 Lecture Series  
Politics of Affect, Politics of Terror

This series on affect articulates a critical with a political context. On the one hand, we witness a burgeoning scholarly interest in matters of affect as it relates to the study of embodiment, identity (gender, ethnic, national, sexual), and media culture. This recent scholarship has both prompted and made possible rich theoretical interventions and methodological innovations in the consideration of ideology, image, audience, and other foundational concepts for cultural critique. On the other hand, we witness the onset of an official “war on terror,” whose principle effect is arguably the proliferation of terror and more particularly - from Abu Ghraib to Guantanamo to the West Bank – an escalation of state-sponsored terrorism. In ways with which we have hardly come to reckon, the “war on terror” represents a legitimation strategy for terrorism in the form of a militarized state apparatus, including the surveillance and control of targeted racial, ethnic, and national populations.

The terms of this articulation remain necessarily open, nor does the task of articulation necessarily fall to the individual speakers in the series: Presenters might address theories or histories of affect, topics in performance studies or media culture, aspects of the “war on terror” (specifically) or of institutionalized state violence (more generally). Our hope is simply that this year-long series will provide a forum for conversation where the terms of such an articulation might begin to emerge through critical exchange among audience members and speakers - where we might ask (for instance) how the critical work on affect and its mediations speaks to the present agenda of perpetual war or, conversely, how the state’s administration of terror alters the cultural politics of sensation genres and other arenas of mass-mediated affect.

**Featured Speakers:**

**Thursday, February 10th, 4PM**  
Glenn Hendler (Notre Dame University)  
“Riot Acts: Regarding the Violence of Others”

**Thursday, March 3rd, 4PM**  
Diana Fuss (Princeton University)  
“Despair”

**Thursday, March 24th, 4PM**  
Ruth Gilmore (USC)  
“Terror Austerity Race Gender Excess Theater Revisited: From Greater Los Angeles to Abu Ghraib”

**Thursday, April 14, 4PM**  
Ann Cvetkovich (U. Texas at Austin)  
“Depression as Public Feeling”
American Studies Graduate Student Colloquia
Wednesdays, 4:00-5:30 p.m., Ballantine 004

October 6: Kathleen McConnell (Virginia A. Gunderson Award, CMCL and American Studies)
October 27: Don Maxwell (History and American Studies)
November 3: Matt Yockey (CMCL and American Studies)
November 10: Ursula McTaggart (English and American Studies)

Faculty Profiles

A faculty member of IU’s Journalism School, Radhika Parameswaran holds a Master’s Degree in Communication and Journalism from Osmania University in Hyderabad, an M.S. in Media Studies from Texas Christian University, and a Ph.D. in Mass Communication from the University of Iowa. Her research interests include Feminist Cultural Studies, Audience Research, Postcolonial studies, International communication, and Qualitative Research Methodologies. She has most recently published widely on global media and its cross-cultural impact.

An assistant professor in the School of Journalism since 1998, Radhika Parameswaran joined the American Studies faculty in the Fall of 2003. Her work on postcolonial feminism in India and elsewhere constitutes an interdisciplinary project that intersects with a diverse set of theoretical interests and specialties, of which Gender Studies, Cultural Studies, and India Studies are the most evident. Her presentation on Indian beauty pageants, nationalism, and domesticized consumerism at the American Studies conference this past Spring semester contributed to the recent trend in the field that advocates the study of U.S. culture from outside perspectives. Prof. Parameswaran’s interest in the linkages between the social construction of gender and commodity culture finds a promising purchase in the study of contemporary nuptial culture, in India, the U.S., and elsewhere. Equally focused on pageantry, the milieu of the Indian beauty queen is at least as dense with cultural significance for the articulation of a new variety of specifically Indian femininity that is played out in beauty queens’ appearance in mass media, often as actresses or as spokeswomen for a variety of commodities. Such a representative network sets up a distinctly national gender identity that accommodates and encourages the globalization of consumer desire, fostering the creation of India as a fertile consumer market for mass produced, imported luxury items.

Prof. Parameswaran’s interest in the linkages between the social construction of gender and commodity culture finds a promising purchase in the study of contemporary wedding culture, both in the U.S. and in India. Equally focused on pageantry, the world of the Indian beauty queen works to articulate and define a nationalist Indian femininity that is played out in beauty queens’ appearances in mass media, often as film actresses or as spokeswomen for luxury goods. Such a representative network sets up a distinctly national gender identity that accommodates and encourages the globalization of consumer desire, aiding in the cultivation of India as a lucrative consumer market for imported goods.

Parameswaran’s numerous commendations for teaching excellence suggest that her enthusiasm for her topic is infectious. Her increasingly popular undergraduate-level course, “Race, Gender, and the Media” (J375) investigates the ways that mass media representation and the economic relations under which it is maintained affect race and gender “as interlocking social systems and not as separate or competing systems of power.” Not only does she address additional categories of social construction beyond race and gender, but she also introduces students to a range of methodologies used to respond to a variety of theoretical questions. The variety of formats (for example, lecture, group presentation, and guest speakers) used during class time shows an imaginative and stimulating pedagogy that keeps students’ attention and promotes an active attitude towards learning. She is also currently teaching a graduate class in Journalism (cross-listed with American Studies), “Gender and Media: Text, Production, and Audience” (J560), which deals in greater depth and detail with similar issues, both disciplinary and cultural.
Calls for Papers

Oct. 15, 2004 Deadline. "Performing Excess" (special issue of WOMEN & PERFORMANCE). Seeking to document and historicize performance practices that constitute excess, we invite papers that probe excess within a range of embodied moments and behaviors. For more detailed CFP, or for queries, email Kathleen LeBesco [klebesco@mmm.edu] and Jana Braziel [jana.braziel@uc.edu].

November 1, 2004 Deadline. Proposals are invited for a two-day interdisciplinary symposium "Redressing American Modernism" to be held at the Brigham Young University Museum of Art on March 3 and 4, 2005, in conjunction with a new exhibition "Thoroughly Modern: The 'New Women' Art Students of Robert Henri" that will open in February 2005. The symposium will address key issues raised by the exhibition and its accompanying publication "American Women Modernists: The Legacy of Robert Henri, 1910-1945" to be published by Rutgers University Press. Accepted definitions of American modernism will be investigated from various cultural and historical perspectives with a view to re-evaluating these constructs in the light of more inclusive interdisciplinary scholarship. The keynote address will be delivered by Dr. Lois Rudnick, Director of the American Studies Program at the University of Massachusetts. Submit a 1 to 2 page proposal and a brief cv to: The Symposium Organizer, Brigham Young University Museum of Art, Provo, UT 84601, or electronically to herman_dutoit@byu.edu

November 15, 2004 Deadline. On Stage and In Life: Queer Performance as/and Activism. American Studies Association 2005 Conference, Washington, D.C. November 3-6. I am seeking cross-disciplinary researchers working on multi-ethnic and multi-national gay, lesbian, bisexual, and transgendered performers. I would like to propose a panel that approaches performance as activism. I am specifically interested in having a cross-section of papers that focus on diverse ethnic actors, stand-up comedians, activist-performers, and/or literary performers. Topics that may be correlated to the panel are: narcissism, glamour, consumption, social-politics, queer aesthetics, and national/ethnic performativities. Please send a clear and concise abstract via e-mail no attachments) by November 15, 2004. Include your area of research, your proposed paper title, subject, and your preferred panel format to Raul Rubio, rrubio@wellesley.edu.

For more information or additional calls for papers for the ASA 2005 Conference in Washington D.C., visit the ASA Newsletter at the following URL: http://www.georgetown.edu/crossroads/AmericanStudiesAssn/annualmeeting/ASA2005/works.htm

Newsmakers

Graduations
Glenn Zuber graduated in May 2004 (combined degree in Religious Studies & American Studies) and is teaching this year at Manhattan College (NYC) as Visiting Assistant Professor in the Religious Studies Department.

Institute Appoints Mellon Fellow
The Omohundro Institute of Early American History and Culture announces with pleasure the appointment of Sarah Knott as the 2004-2005 Andrew W. Mellon Postdoctoral Research Fellow. Ms. Knott, an assistant professor in the Department of History at Indiana University, will commence her fellowship on July 1, 2004.

Ms. Knott's book project "Sensibility in Revolution ary America: An Atlantic History" interrogates sensibility as an imperative and a resource for American revolutionaries. Her aim is to offer a history of the founding period that moves beyond traditional interpretations centered on republicanism, liberalism, and the rise of the autonomous individual. Focused geographically on Philadelphia in the Atlantic world, the study asks why and how sensibility was so important to revolution: it examines the two principal transatlantic conduits of sensibility -- print and medical culture -- and its social practice as a distinctly pre-modern mode of "socially-turned selfhood", before analyzing the ways in which it was Americanized and politicized. In the hot ferment of revolution and nation building, revolutionaries drew on a mid-century generational culture and turned it to distinctively new ends. Even as sensibility was rooted in a transatlantic world, it was a key means by which Americans sought to make exceptions and exceptionalists of themselves.
Fellowships (Pre- and Postdoctoral)

Mellon Fellowship on Race, Crime, and Justice

The goal of this fellowship is to encourage academics of diverse backgrounds to work and publish in this important and underdeveloped field at the intersection of the social sciences and law. One recipient will receive support, including a generous annual salary and funds for research expenses and travel, for two years of work in residence at the Vera Institute of Justice, in New York. The intent is to provide support for the completion of the fellow’s own independent project while simultaneously providing immersion in policy-oriented research and writing and access to the many resources of Vera and New York City. Applicants should have received doctoral degrees within the past seven years or will be receiving them by Summer 2005. For more information, please see our website at www.vera.org/mellon. Materials can also be requested at pgudrie@vera.org; (212)376-3045 (phone); or (212)941-9407 (fax). The application deadline is October 22, 2004, for a residency to begin summer or Fall 2005.

Predoctoral Fellowship Program 2005-2006: Center for Advanced Study in the Visual Arts at the National Gallery of Art.

The Center for Advanced Study in the Visual Arts, a part of the National Gallery of Art, announces its annual program of support for advanced graduate research in the history, theory, and criticism of art, architecture, and urbanism. The following nine fellowships each have specific requirements and intents, including support for the advancement and completion of a doctoral dissertation, for residency and travel during the period of dissertation research, and for postdoctoral research. Application for these fellowships may be made through the chairs of graduate departments of art history and other appropriate departments, who should act as sponsors for applicants from their respective schools. To be eligible, the nominee must have completed all departmental requirements, including course work, residency, and general and preliminary examinations, before November 15, 2004. Certification in two languages other than English is required. Candidates must be either United States citizens or enrolled in a university in the United States.

The Center offers a Paul Mellon Postdoctoral Fellowship. Recipients of the David E. Finley, Paul Mellon, Samuel H. Kress, Wyeth, Ittleson, Andrew W. Mellon, and two-year Chester Dale fellowships may apply for this fellowship if the dissertation has been accepted by June 1 of their residence year. All predoctoral fellowships are $24,000 per year. This includes a stipend of $20,000, as well as a $4,000 housing subsidy from the Robert H. Smith Fund. In addition, predoctoral fellows receive per diem allowances for photography and travel, depending on the terms of each fellowship.

All fellows in residence are members of the Center for Advanced Study in the Visual Arts. Fellows will be associated throughout their tenures at the National Gallery of Art with the Kress Professor, the Mellon Professor, the Edmond J. Safra Visiting Professor, the Senior Fellows, and other members of the Center.

Departments will limit nominations to one candidate for each category of fellowship; an individual may be nominated for no more than one fellowship. Renominations will be accepted on the basis of new application materials. Interested students should consult with the dissertation advisor and departmental chair to obtain sponsorship and nomination forms. After the application deadline, any inquiries should be directed to the Center by representatives of the department and not by the candidate.

Twelve sets of all materials, including nomination forms, supporting letters from two individuals who have directed the work of the nominee, and a brief writing sample, should be forwarded to the attention of the Fellowship Program at the address listed below. All materials must be received on or before November 15, 2004. One of the two letters of recommendation may be from outside the department. After a preliminary selection, several candidates will be invited to Washington in February 2005 for interviews. Appointments will be announced following the spring meeting of the Trustees of the National Gallery of Art. All fellowship grants begin on September 1, 2005 and are not renewable.

For information contact: Center for Advanced Study in the Visual Arts, National Gallery of Art, 2000B South Club Drive, Landover, Maryland 20785. Telephone: (202) 842-6482; Fax: (202) 789-3026. Please Note: Fellowship applications are only available through the departmental chair of your educational institution.
Employment Opportunities

The Miami University Program in American Studies invites applications for a tenure-track assistant professor focusing on media and public culture, to be jointly appointed with either the Communication Department or the English Department, beginning in August 2005. Appointee will be expected to teach interdisciplinary introductory and upper-level undergraduate courses in American Studies and graduate courses in the respective disciplinary department; to maintain an active scholarly agenda; and to provide service to the university. We particularly welcome applicants with interest in Latino/a studies, Native American studies, gender/sexuality, or technology and culture. PhD in American Studies or closely cognate field completed by August 2005 required. Please provide cv, letter of application that discusses research and teaching interests and experience, and three letters of reference to Marguerite S. Shaffer, Director of American Studies, 120 MacMillan Hall, Miami University, Oxford, Ohio 45056. Applications must be received by October 10, 2004. Miami University is an Affirmative Action/Equal Opportunity Employer, committed to a diverse faculty, staff, and student body. Minority candidates and women are strongly encouraged to apply.

The American Studies Department in the College of Liberal Arts at the University of Minnesota invites applications for one, or possibly two, full-time, nine-month, tenure-track position(s) at the rank of assistant professor beginning 20 August 2005. The position(s) will be affiliated with the Asian American Studies Program or the Department of American Indian Studies and require expertise in one of the following fields: Asian American Studies; Pacific Island American Studies; the indigenous peoples of North America. We are particularly interested in scholarship that problematizes the continued legacies of colonial and state nationalism and that develops transnational and/or cultural analyses, such as work on sovereignty movements among indigenous people of North America or research on transnational migration in Asian American Studies. Responsibilities of the position are to maintain an active research program that includes publication, teach courses in area(s) of specialty as well as core American Studies curriculum, advise undergraduate and graduate students, and participate in departmental, collegiate and University service. Ph.D. in American Studies, or any related field, is required by the start date of the appointment, as well as evidence of potential for excellence in teaching and productive inno-

native scholarship. Candidates should send a letter of application, a curriculum vitae, a sample of scholarly work, and three letters of recommendation to: Asst Professor Search, American Studies, 104 Scott Hall / University of Minnesota / Minneapolis, MN 55455. Priority will be given to completed applications received by 25 October 2004; position(s) open until filled. Additional materials may be requested at a later date. The University of Minnesota is an equal opportunity educator and employer.

University of Richmond, History Department, Position Announcement 2004-05, United States and the World. The University of Richmond invites applications for a tenure-track assistant professorship in the United States and the World to begin fall semester 2005. Candidates are expected to maintain an active research program focused on the United States and its citizens/residents as international actors, engaged in relations with other nations and peoples, whether politically or otherwise, whether formally or informally. Specialty in the twentieth century is preferred. Ability to work in a language other than English welcome. The appointee will be a highly effective teacher, contributing to the general education program as well as teaching advanced courses in the field and participating in related interdisciplinary programs (e.g., International Studies, Environmental Studies, and Women's Studies). Ph.D. should be completed by August 2005. Send or have sent letter of application (with teaching and research statements), c.v., official transcripts, and dossier with at least three letters of recommendation by November 1, 2004 to Hugh West, Chair, U.S. and the World search, Department of History, University of Richmond, Richmond, VA 23173. The University is committed to increasing the diversity of its faculty and strongly encourages applications from women and minorities.

California State University, Fullerton. Tenure-track position as Assistant Professor of American Studies starting August 2005. Qualifications: Ph.D. in American Studies or in American social/cultural history; university teaching experience and potential for successful research and publication. Desirable areas of specialization include American Studies theory and methods, globalization of American culture, popular culture, and race/ethnicity. For a detailed job description see: http://diversity.fullerton.edu/american-studies.htm. Send cover letter, c.v. and three letters of recommendation to: Leila Zenderland, Recruitment Chair, American Studies Dept., P.O. Box 6868, California State University, Fullerton, Fullerton, CA 92834-6868. Applications must be postmarked by November 5, 2004.

(Continued on page 4)
Assistant Professor of African American Studies. The Program in African American Studies at Vanderbilt University is especially interested in social scientists working in critical race studies, gender, sexuality, and diaspora studies from historical, anthropological, or economic perspectives. The tenure-track Assistant Professor position, starting fall semester 2005 is full-time in African American Studies but may include a courtesy appointment in a department. Applicants should have a strong commitment to teaching and research. Applicants should submit a letter of application, curriculum vitae, teaching evaluations (if available) and three letters of recommendation to Professor T. Deneen Sharpley-Whiting, African American Studies, VU STATION B Box 351516, 2301 VANDERBILT PLACE, Vanderbilt University, Nashville, TN 37235-1516 by October 15, 2004. Vanderbilt is an EEO/AA Employer. Scholars of color and women are encouraged to apply.

Brown University, The American Civilization Department and the Center for the Study of Race and Ethnicity in America (Ethnic Studies) announce an open rank, tenure-track or tenured faculty position in Latin/American literatures and cultures. The anticipated starting date is July 1, 2005. We are particularly interested in candidates with interdisciplinary approaches to research and teaching. We welcome applications from scholars whose expertise in literary studies is complemented by an interest in such fields as: religion, philosophy, theater, music, gender studies, gay/lesbian studies, Latcrit/legal studies, and art history. A Ph.D. and a record of excellence in teaching and research are required of all candidates. Assistant professor applicants should have a doctorate in a relevant field and some university-level teaching experience. Associate professor applicants are expected to have a substantial publication record and evidence of emerging leadership in their field. Full professor applicants are expected to have, in addition, an established national and international reputation as an acknowledged leader in their area of scholarship. Applicants at advanced ranks will be treated with confidence, and candidates at these ranks should provide with their application letter and curriculum vita, the names of five references who will be contacted by the search committee as appropriate. Beginning assistant professors should submit a letter of application, a curriculum vita, and, under separate cover, three letters of reference. All applications should be sent to Professor Matt Garcia, American Civilization, Box 1886,150 Power Street, Providence, RI 02912. Review of complete applications will begin on November 1, 2004 and continue until the position is filled. We encourage further inquiries with search committee chair Matt Garcia (Tel: 401/863-3080; Matthew_Garcia@brown.edu). Brown University is an EEO/AA Employer. Scholars of color and women are encouraged to apply.

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The goal of this fellowship is to encourage academics of diverse backgrounds to work and publish in this important and underdeveloped field at the intersection of the social sciences and law. One recipient will receive support, including a generous annual salary and funds for research expenses and travel, for two years of work in residence at the Vera Institute of Justice, in New York. The intent is to provide support for the completion of the fellow’s own independent project while simultaneously providing immersion in policy-oriented research and writing and access to the many resources of Vera and New York City. Applicants should have received doctoral degrees within the past seven years or will be receiving them by Summer 2005. For more information, please see our website at www.vera.org/mellon. Materials can also be requested at pguthrie@vera.org; (212) 376-3045 (phone); or (212) 941-9407 (fax). The application deadline is October 22, 2004, for a residency to begin summer or Fall 2005.

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

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“Free to Be You and Me”: Virginia A. Gunderson Award Winner Scrutinizes American Protest Rhetoric of the 1960s and ‘70s

Kathleen McConnell (CMCL and American Studies) is the winner of the Virginia A. Gunderson Award for the Best Graduate Essay written in the American Studies Program at Indiana University – Bloomington during the 2003-04 academic year. Written in Prof. Robert Terrill’s class on “The Problem of Protest in America,” her essay, “Free to Be You and Me: Notions of Freedom, Responsibility, and the Role of Race in 1960s and ‘70s High School Protest Rhetoric,” looks at the Free School movement in New York City during the 1960s as an institutional experiment connected to the growing calls for social equality by the Civil Rights movement. As such, McConnell asserts that the Free School movement is a response to but not a part of the Civil Right movement. Indeed, the movement’s own unself-critical possessive investment in whiteness demonstrates the common potential for the reproduction of privilege in the planning of alternative institutions whose very stated purpose it is to work towards producing equitable social conditions for the entire U.S. population. McConnell’s essay serves as a corrective to the standard interpretation of 1960’s alternative cultural enterprise that should also be brought to bear on contemporary alternative cultural institutions and ventures such as co-ops, community radio and television station, and other endeavors in which community negotiation is instrumental.

Citing Ron Miller’s *Free Schools, Free People*, McConnell focuses on what have previously been set forth as the two motivating objectives of alternative activist communities in the 1960s: the goal of self-realization and the objective of building a better society. In this, McConnell contends, there is firstly the assumption that the goals of certain liberal groups are the goals of all groups. Secondly, the ideological rationale of self-realization is vindicated, which oversimplifies the discourses of self by reducing them to a binary in which the interpellated subject of consumer capital and consumer desire opposes a transcendent essential self waiting to be discovered and cultivated.

Furthermore, McConnell identifies three rhetorical strategies that allow the activists to ignore the ways in which their projects are problematized by their own white privilege and the tendency of these social experiments to unwittingly serve to perpetuate such social inequality. Firstly, white student activists adopted racialized metaphors to articulate their position within the power structure of the classroom, claiming a commonality between the social positions of African Americans in the nation and their own social positions in the (alternative) classroom. Secondly, white Free School activists appealed to a conviction in the sovereignty of the inner self rather than that of a national principle of rights. This second strategy in turn gives rise to a third line of reasoning that, in effect, argues that the individual is responsible to no authority but her own. This ethos created tension between those who favored looser organization of the school and those who favored tighter organization, and it also suggested, quite troublingly, that if one was not racist then one bore no responsibility for the social ills of which racism was a root cause. It is here, McConnell suggests, that overlap between individuals and group movements, between private and public struggles, creates considerable tension in which the ethical values that undergird a given social movement can and ultimately do cause the effort of educational reform to collapse under the weight of its own ideological contradictions.
Calls for Papers

December 1, 2004 Deadline. Call for Papers: “African Americans in Film and Television: Twentieth-Century Lessons for a New Millennium”—Popular culture in the broad social context of race in America is not just entertainment; it is potentially a powerful agent of change. Film and television have the power to change minds, which is the locus of misunderstanding about race. Therefore, in this special issue of the Journal of Popular Film and Television, we would like to explore lessons from the past century that we can borrow and build on in the new millennium. Refer to http://www.heldref.org/html/body_jpf_1.html. Contact: Thomas A. Mascaro, Bowling Green State University, Ohio, mascaro@bgsu.edu.

January 3, 2005 Deadline. New Working-Class Studies: Past, Present, and Future. The 10th Anniversary Conference of the Center for Working-Class Studies at Youngstown State University Co-sponsored by Ford Foundation. May 18-21, 2005, Youngstown, Ohio. Presenters should describe the presentation they would like to give, including the suggested presentation format (panel, roundtable, reading, workshop, etc.) and length. Proposals should be no longer than one page. Contact: John Russo, Biennial Conference, Center for Working-Class Studies, Youngstown State University, Youngstown, Ohio 44555. Fax or e-mail inquiries should be sent to Patty LaPresta, (330) 941-4622 and pmlapresta@ysu.edu. http://www.as.ysu.edu/-cwcs/

January 2005 Deadline. The interdisciplinary journal Film & History seeks submissions for a special issue focused on discussions of sport in film and television. The topic will be approached broadly, with submissions sought on American and international sport featured in both documentaries and feature films. Inquiries about this special issue may be directed to the Sport and Film special issue editor Ron Briley, Assistant Headmaster, Sandia Preparatory School, 532 Osuna Road NW, Albuquerque, New Mexico 87113 (rbriley@sandiaprep.org) or to the General Editor, Peter Rollins (RollinsPC@aol.com).

May 1, 2005 Deadline. “Feeling Western.” The Boise State University Western Writers Series invites proposals for manuscripts on the subject “Feeling Western.” The Series publishes 15,000-word introductions to writers and classic texts of the American west. Special-topic submissions should address issues of western affect or authenticity in some portion of the study. See http://english.boisestate.edu/westernwriters for more about the Series and this special topic. Send a proposal first with rationale, outline, preliminary bibliography, and cv to: Tara Penny, Editor, Western Writers Series, English Department, Boise State University, Boise, ID 83725-1525 (tpenny@boisestate.edu).

American Studies Graduate Student Colloquia

Wednesday, November 10, 4:00-5:30 p.m., Ballantine 004

Ursula McTaggart (English and American Studies)

“Writing Baseball into History: the Pittsburgh Courier, Integration, and Baseball in a War of Position”

David McGimpsey notes that the rhetoric of baseball as a haven for American democratic, multicultural values has judged Jackie Robinson’s integration “the fulfillment of baseball’s moral destiny.” While reaping the profits of past segregation through Negro League merchandise, Major League Baseball, like many American sports, prides itself on its apolitical, timeless expression of American values. American sports can and have, however, been used as sites in a Gramscian “war of position” against the hegemonic system. Specifically, this presentation will examine the Negro Leagues and the black press in the 1930s and 40s as partners in a battle against not only segregation, but also against economic and social inequalities that faced the black community.
Fellowships (Pre- and Postdoctoral)

The American Academy of Arts and Sciences invites post-doctoral scholars and junior faculty to apply for research fellowships for the 2005-2006 year. Fellowships are offered in the areas of Humanities and Culture; Science and Global Security; Social Policy and American Institutions; and Education. Stipends for post-doctoral fellows are $35,000 for an academic year; junior faculty are awarded up to $50,000 (not to exceed one-half of current salary). For further information or to download guidelines and an application form, please visit www.amacad.org or contact the Visiting Scholars Program, American Academy of Arts and Sciences, 136 Irving St., Cambridge, MA 02138.

Andrew W. Mellon Postdoctoral Fellowship in the Humanities, 2005-2006.
The Penn Humanities Forum, University of Pennsylvania, invites untenured scholars to submit research proposals related to the umbrella topic of “Word & Image,” the Forum’s research topic for 2005-06. Full guidelines and application: http://humanities.sas.upenn.edu. Questions: humanities@sas.upenn.edu or 215.898.8220.

The Library Company of Philadelphia and Historical Society of Pennsylvania Fellowships in Colonial and U.S. History and Culture for 2005-2006. One-month fellowships offered for research in residence in fields relating to the history of America and the Atlantic world from the 17th through the 19th centuries, as well as Mid-Atlantic regional history to the present. The Library Company also offers NEH Post-Doctoral and Albert M. Greenfield Foundation Dissertation Fellowships for long-term research in residence from September 2005 to May 2006. Deadline for receipt of dissertation and one-month fellowships is March 1, 2005. For more information, contact James Green, The Library Company, telephone (215) 546-3181, email jgreen@librarycompany.org, or go to www.librarycompany.org.

The Program for Early American Economy and Society at the Library Company offers long-term dissertation and post-doctoral fellowships, as well as one-month fellowships during September 1, 2005 to May 31, 2006. The fellowships are designed to promote scholarship on the origins and development of the early American economy, broadly conceived, to roughly 1850, and carry stipends ranging from $40,000 per year to $1,800 per month. The deadline for receipt of dissertation and one-month fellowship applications is March 1, 2005. For more information, contact Cathy Matson, PAEAS Director, The Library Company, 1314 Locust Street, Philadelphia, PA 19107, email cmatson@udel.edu, or go to www.librarycompany.org.

The Larry J. Hackman Research Residency Program supports applicants from a variety of backgrounds with awards for advanced research in New York State history, government, or public policy. Previous residents have included academic and public historians, graduate students, independent researchers and writers, and primary and secondary school teachers. The project must draw on the holdings of the New York State Archives. Projects may involve alternative uses of the Archives, such as research for multimedia projects, exhibits, documentary films, and historical novels. The Residency Program is made possible by private contributions and special grants to the Archives Partnership Trust. http://www.nysarchivestrust.org/apt/hackman/

Pembroke Center for Teaching and Research on Women Brown University Post-Doctoral Fellowships, 2005-2006. The Language of Victimization Seminar Leader: Carolyn Dean. In 2005-06, the Pembroke Seminar will consider the multiple languages used to fashion the image and meaning of victimization in different historical and cultural contexts. We will presume that victimization means the violation of human dignity by the state or by extra-legal groups and explore why critics, policy makers, intellectuals, and historians legitimate the experiences of some victims more than others. How do victims figure their own victimization? How do perpetrators turn themselves into victims? When does the consciousness of being a perpetrator or a victim develop? Is the victim-perpetrator dichotomy distinctly modern or does it have a significant genealogy? We will be specifically interested in the aversion and discomfort generated by victims and their experiences as manifested in various historical contexts. Consider, most recently, the silence that prevailed about Jewish experience outside of Jewish communities in the wake of the Holocaust; the reduction of mass atrocities to primitivism and “tribal” struggles when they are complex historical developments, or popular attitudes toward claims for restitution by a variety of victim groups, including Korean women enslaved by the Japanese military and African-Americans seeking reparations for slavery. Why, we will ask, has the historian Jan Gross’s suggestion that we believe victims first and verify their claims later incited such debate? What are the ideological investments in belief and disbelief? For full description and application forms contact Elizabeth Barboza@Brown.edu

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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/AmericanStudiesAsso/>)

The Women's and Gender Studies Program at the University of Missouri - Columbia invites applications from feminist scholars in any field. The position is open rank. The successful candidate will hold a joint appointment in Women's and Gender Studies and the department of the candidate’s expertise. Seventy-five percent of her time will be in WGST and the remaining 25% devoted to the tenure home. We particularly encourage applications from feminist scholars with interdisciplinary research and teaching interests. The Program is strongly committed to cultural diversity and to multiple approaches within feminist scholarship and prefers a candidate who is committed to working with students of underrepresented groups. Women's and Gender Studies have an active faculty and a newly hired Director. The program offers an undergraduate major and minor as well as a popular graduate minor. The successful candidate will share responsibility for teaching core courses at both the graduate and undergraduate levels. Preferred starting date is September 1, 2005. Salary will be commensurate with qualifications. Application should include a curriculum vitae, at least three letters of recommendation, and sample publications. Please send application materials to Faculty Search, Women's and Gender Studies, 309 Switzer Hall, University of Missouri-Columbia, Columbia Missouri 65211-2320. We will begin reviewing applications on November 30, 2004 and will continue until the position has been filled. For further information please contact Shelda Eggers at (573) 882-2703 or eggerss@missouri.edu. The University of Missouri-Columbia is an Equal Opportunity/Affirmative Action employer. To request ADA accommodations, please contact our ADA Coordinator at (573) 884-7278 (V/TTY).

The American Studies Program at the University of California, Davis, seeks an assistant professor for a tenure track appointment, beginning fall quarter, 2005. Applicants should share our enthusiasm for teaching and have demonstrated interdisciplinary research expertise in comparative U.S. culture studies, such as regional studies, comparative ethnic studies within regions, or the study of U.S. cultures in relation to other cultures. Areas of focus might include: music and sound cultures, health and food studies, youth cultures, community studies. We seek a colleague to complement our existing program strengths in visual and material cultures, film and media studies, childhood and youth studies, technology, and environmental justice. We seek an imaginative scholar-teacher who will develop new courses in this area of specialization as well as contribute to our core curriculum and to the Graduate Program in Cultural Studies. We are located in the same building as Native American Studies, African American & African Studies, Asian American Studies, Chicana/o Studies and Women & Gender Studies, so faculty members have ample opportunity for collaboration between programs. Candidates should have completed by July 1, 2005 a Ph.D. in American Studies or in a comparable interdisciplinary field. Salary is commensurate with experience within the Assistant Professor rank at the University of California. Consideration of applications will commence on December 1, 2004, and will continue until the position is filled. Applicants should indicate whether they will be attending the ASA meeting Nov. 11-14 in Atlanta, GA, where members of the UCD American Studies Program will conduct preliminary interviews. Please send application letter, c.v., names and addresses for three references, and a brief publication or writing sample to Jay Meckling, Search Committee Chair, American Studies Program, University of California, Davis, One Shields Ave., Davis, CA 95616. The University of California, Davis is an affirmative action/equal opportunity employer with a strong institutional commitment to the achievement of diversity among its faculty and staff.

Assistant Professor in Comparative Ethnic Studies, Washington State University, Department of Comparative Ethnic Studies. One tenure track position committed to teaching and researching in comparative ethnic studies with a focus on the areas of indigenous peoples in a global context, the South Asian diaspora, or the Middle East. We are seeking a candidate whose research and teaching interests include, but are not limited to, one or more of the following: globalization, transnationalism, and/or diasporic communities; social movements; ethnic/race relations; the political economy of race, class, and ethnicity; gender and sexuality; social justice; legal studies; state violence; and critical race theory. Ph.D. or equivalent in the social sciences or humanities (in hand by August 2005); ability to supervise research of undergraduate and graduate students; ongoing record of scholarly productivity; experience mentoring students of color and/or international students. The successful candidate will be able to teach introductory as well as advanced courses in the general comparative ethnic studies curriculum. Applicants should send by November 30, 2004, a cover letter, curriculum vita, selected reprint(s) or writing sample(s), a statement of teaching philosophy, and three letters of recommendation (at least one of which comments on the applicants teaching) to: C. Richard King, Associate Professor and Search Committee Chair, Department of Comparative Ethnic Studies, Wilson 111, Washington State University, Pullman, WA 99164-4010. Washington State University is an Equal Opportunity/Affirmative Action educator and employer. Protected group members are encouraged to apply.

Victoria Elmwood, editor
velmwood@indiana.edu
American Studies Graduate Student Colloquia Showcase Variety in Disciplinary Perspectives

As a prelude to this spring’s American Studies 2005 conference, American Studies graduate students took the opportunity to present their own works in progress as part of the American Studies Graduate Colloquia. The colloquia allow scholars in all stages of graduate work to present their research to American Studies faculty and graduate students. The talks are followed by a cordial question-and-answer session, which then continues more informally over refreshments. Colloquia give students the opportunity to receive a high-volume of helpful feedback, allowing greater attention to be devoted to a presenter’s work than at the traditional conference session. This semester, three graduate students from a variety of home departments presented research that was undertaken either as part of coursework or as part of the dissertation project.

A Ph.D. candidate in History and American Studies, Don Maxwell presented work from part of his dissertation project that pursues a recent critical turn in American Studies that privileges perspectives on U.S. culture located outside of its national boundaries. The principal critical yield of Maxwell’s presentation, “Canadian Church Support for American Vietnam War Resisters,” is intriguing. While foregrounding the extent to which Canadian social aid organizations and the country’s anti-war stance distinguished it from the U.S., Maxwell also considers the gestures of Canadian churches and other social aid sources as placing a greater emphasis on human rights as a political agenda. In differentiating themselves from the U.S., those Canadian institutions’ commitments suggested not only to the rest of Canada and the U.S., but to the international community, that Canada was distinct from the U.S. in its non-pursuit of political domination as well as its humanitarian extension of goodwill to a controversial group of immigrants. The Great White North became the alternate heir, the rightful standard bearer of freedom and the faithful manifestation of democracy’s utopian promise.

Matt Yockey (CMCL and American Studies) presented a paper entitled “The Emperor Has No Clothes (and Boy is he Ripped!).” Yockey’s talk drew parallels between the political economy of the body, or at least its image, and the visually mediated economics of the body politic. Using both President George W. Bush and California Governor and blockbuster action movie hero Arnold Schwarzenegger, Yockey argued that both politicians shrewdly foreground the integrity and vigor of their own bodies in order to make their enemies seem weaker in comparison. Bush downplays his unimpressive abilities in the realm of speech and debate by employing military spectacle in his public appearances (for example, the oft-reproduced “Mission Accomplished” photographs). Images of Bush’s enemies—a thin and drawn Osama bin Laden or Saddam Hussein being probed by medical examiners—work to emphasize their physical weakness and penetrability. Schwarzenegger’s fame as a bodybuilder and star of numerous hardbody action movies mitigates the effect of his marked, accented speech and potentially harmful allegations of sexual harassment work to reinforce the perception of his virility and, by implication, his masculine vigor, not to mention also downplaying the validity of sexual harassment claims. Both men’s bodies “speak for themselves,” circumventing the requirement of public discourse between political representatives and their constituencies as a key instrument of the democratic process.

(Continued on page 2)
American Studies Program
Spring 2005 Lecture Series
“Politics of Affect, Politics of Terror”

Thursday, February 10th, 4:00 PM
Glenn Hendler (University of Notre Dame)
“Riot Acts: Regarding the Violence of Others”

Thursday, February 17th, 4:00 PM
Panel Presentation: “Sensibility and the State”
Joan Hawkins (Indiana University) “When Taste Politics Meet Terror”
Michelle Brown (Ohio University) “Setting the Conditions’ for Abu Ghraib:
Penal Excess and the Politics of Affect”
Sarah Knott (Indiana University) “Sensibility and Violence”

Thursday, March 3rd, 4:00 PM
Diana Fuss (Princeton University)
“Despair”

Thursday, March 24th, 4:00 PM
Ruth Gilmore (University of Southern California)
“Terror Austerity Race Gender Excess Theater Revisited:
From Greater Los Angeles to Abu Ghraib”

Thursday, April 7th, 4:00 PM
Jonathan Elmer (Indiana University)
“Treaty Trauma”

Thursday, April 14, 4:00 PM
Ann Cvetkovich (University of Texas at Austin)
“Depression as Public Feeling”

Locations for these events will be announced in January.

(Ursula McTaggart’s (English and American Studies) presentation, “Writing Baseball into History: The Pittsburgh Courier, Integration, and Baseball in a War of Position,” dealt with the depoliticization of the cultural sphere, particularly within the realm of spectacle and entertainment. She looked at the ways that the process of integrating Major League Baseball served as a flash point for problems inherent in such social processes. A central concern of the talk was the extent to which African-American baseball players involved in integration were incorporated quietly into the Major Leagues and the extent to which the mainstreaming of black baseball players of the early twentieth century, especially Jackie Robinson, was accompanied by an adulteration of the already considerable success of the Negro League — its players, managers, and owners. Robinson’s role was that of a silent but highly visible representative whose silence and acquiescence banished fears of racial confrontation or resistance via an easily incorporated appearance of token integration. McTaggart made connections between Robinson’s “make no waves role in Major League in integration by contrasting it with the recent disapproval in response to college basketball player Toni Smith’s “refusal to face the American
Publication Opportunities

January 15, 2005 Deadline. The Columbia Journal of American Studies (CJAS) is now accepting submissions for a panel discussion titled "What I Did On My Summer Vacation: Looking at American Leisure Time." Papers selected for presentation will also be published in a special section of the journal. The panel discussion, hosted by CJAS and Columbia University's Graduate School of Arts and Sciences, Liberal Studies program, will be held at Columbia University on March 3, 2005. The panel seeks to explore past and present ways of filling—or wasting—the eight hours a day and the two weeks a year not dedicated to work or sleep. Even as Americans work the longest hours in the industrialized world, travel, tourist, and service industries show astonishing growth, with spending for leisure sometimes defined as America's primary economic activity.

"What I did on My Summer Vacation" will examine the disconnect between day-to-day life and the "reality" that American culture presents through its popular vacation spots, tourist attractions, extreme leisure time activities, and reality television. Especially encouraged are papers investigating the authenticity and extremism of American vacation spots and leisure time activities. In examining the extreme, this panel discussion intends to come to a more fertile understanding of America's predilection for the "pursuit of happiness". Possible paper/panel topics include but are not limited to: faux tourist attractions like reconstructed "ghost towns" along major highways, the democratization of travel, ecotourism, shopping as entertainment, summer camps, road trips and transportation technology, world fairs, sites of murder and destruction as tourist attractions, the commodification of natural wonders, hotels and motels, or recording the family vacation.

January 2005 Deadline. The interdisciplinary journal Film & History seeks submissions for a special issue focused on discussions of sport in film and television. The topic will be approached broadly, with submissions sought on American and international sport featured in both documentaries and feature films. Inquiries about this special issue may be directed to the Sport and Film special issue editor Ron Briley, Assistant Headmaster, Sandia Preparatory School, 532 Osuna Road NE, Albuquerque, New Mexico 87113 (rbriley@sandiaprep.org) or to the General Editor, Peter Rollins (RollinsPC@aol.com).

May 1, 2005 Deadline. "Peeling Western." The Boise State University Western Writers Series invites proposals for manuscripts on the subject "Peeling Western." The Series publishes 15,000-word introductions to writers and classic texts of the American west. Special-topic submissions should address issues of western affect or authenticity in some portion of the study. See http://english.boisestate.edu/westernwriters for more about the Series and this special topic. Send a proposal first with rationale, outline, preliminary bibliography, and cv to: Tara Penry, Editor, Western Writers Series, English Department, Boise State University, Boise, ID 83725-1525 (tpenry@boisestate.edu).

Call for Authors: Qualified contributors are sought for Americans At War on the Homefront: A Biographical Dictionary, 3 volumes, to be published by Greenwood Press. Contact: Benjamin Shearer, General Editor, at shearerben@hotmail.com. Quiet Mountain: New Feminist Essays: Quiet Mountain Essays is a monthly online journal of previously unpublished feminist writing by women. Editor seeks 1-4 page, scholarly or non-scholarly, essays by women on: Women and politics, economics, sociology, art, technology, race, sexuality, or disability. Please visit site for more details, http://www.quietmountainessays.org. No deadline.

Studies in American Humor, the journal of the American Humor Studies Association, will be edited by M. Thomas Inge beginning with the 2005 volume. Essays are solicited on any aspect of American humor in any genre or field of study. At present we are especially interested in essays on humor in the comics or on subversive humor among women and minorities. Send manuscripts (2 copies with MLA style documentation) or queries to M. Thomas Inge, Blackwell Professor of the Humanities, Randolph-Macon College, Ashland, VA 23005, tinge@rmc.edu. No deadline.

The editors of "An Encyclopedia of African American Literature" seek authors for entries on all aspects of African American literature. Entries will address authors, movements, and genres as well as the historical and cultural contexts of African American literature and its critical reception and interpretation. Complete information, including a list of available entries, is available online at http://www.ups.edu/faculty/dmacey/encyclopedia.html. Direct all inquiries to the editors, Hans Ostrom (ostrom@ups.edu) and David Macey (dmacey@ups.edu).

American Studies International, a journal dedicated to promoting international scholarship in American Studies invites article submissions for publication in upcoming issues. For further information please visit our website at www.gwu.edu/~asi.

(Continued on page 6)
Fellowships (Pre- and Postdoctoral)

NEW YORK UNIVERSITY Fellowships 2005 – 2006
The Politics of the Unprivileged. The International Center for Advanced Studies (ICAS) at NYU brings together a community of scholars to pursue research, writing, and intellectual exchange around a common theme. The community is international in membership, interdisciplinary and comparative in intellectual strategy, and global in scope. ICAS offers fellowships to scholars in any field of the social sciences and humanities whose work addresses the Center's theme. For the years 2004-2007, ICAS has organized a project on "The Authority of Knowledge in a Global Age." The second year of the project, 2005-2006, will focus on "The Politics of the Unprivileged". Fellows are awarded a $35,000 stipend for 9 months, a research fund and are eligible for NYU faculty housing. Applications from outside the United States are encouraged. Application deadline: January 6, 2005. NYU is an Equal Opportunity/Affirmative Action Employer. Details of the project, application forms and instructions are available on the Center website at: <http://www.nyu.edu/gsas/dept/icas> OR contact icas@nyu.edu, fax: 212-995-4546.

The Center for the Study of Religion (CSR), Princeton University, announces the availability of a small number of one-year postdoctoral fellowships for pre-tenured scholars, including fellowships 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 their own research, attend a weekly interdisciplinary workshop, and participate in occasional Center-sponsored events. Applicants' doctorates may be in any relevant field. Princeton University PhDs not eligible. Applications due January 7, 2005. For application requirements, go to http://www.princeton.edu/~csrelig/opportunities/non_princeton_ops.html or contact CSR, 5 Ivy Lane, Princeton University, Princeton, NJ 08544-1013; 609/258-5545; ashline@princeton.edu. Princeton University is an equal opportunity and affirmative action employer. For information about applying to Princeton, please visit: http://web.princeton.edu/sites/doi/Applicantsinfo.htm.

Calls for Papers

January 3, 2005 Deadline. New Working-Class Studies: Past, Present, and Future. The 10th Anniversary Conference of the Center for Working-Class Studies at Youngstown State University Co-sponsored by Ford Foundation. May 18-21, 2005, Youngstown, Ohio. Presenters should describe the presentation they would like to give, including the suggested presentation format (panel, roundtable, reading, workshop, etc.) and length. Proposals should be no longer than one page. Contact: John Russo, Biennial Conference, Center for Working-Class Studies, Youngstown State University, Youngstown, Ohio 44555. Fax or e-mail inquiries should be sent to Patty LaPresta, (330) 941-4622 and pmlapresta@ysu.edu. http://www.as.ysu.edu/~cwcs/

January 14, 2005 Deadline. Great Lakes American Studies Association announces its biennial meeting on March 18 and 19, 2005 on the urban campus of IUPUI. The conference will focus on Practices of Empire, and we invite paper and panel proposals that concern the direct or indirect involvement of people in imperial regimes past or present as seen from the disciplinary lenses of history, literature, the arts, cinema, the medical humanities, and cultural and postcolonial studies. Proposals may interrogate how everyday social practices implicate U.S. citizens in form of imperialism, when those practices are fostered by religious institutions, the media, U.S. corporate enterprise, or the military-industrial complex. Other proposals may address how empire has historically and at present affected the rhetoric and discourse of Americans and American-ness broadly defined across racial, gender, regional, international, and class boundaries. We also welcome topics that consider how empire affects the relationship of citizens to the state, and of the nation to other states across time; and how technologies of empire have been created, defined, and implemented. Pedagogical and disciplinary papers on empire are also of interest: how faculty members approach the teaching of imperial subjects in the classroom and solicit student reaction; and how the scholarly study of empire differs among literary and cultural studies theorists, historians, philosophers, artists, natural scientists, and social scientists.

Please submit proposals (up to 500 words) for individual papers, paper pairings, or full sessions (three to four papers.) All proposals must include the titles of the presentation (and session title if applicable), name, affiliation, email address, U.S. mail (Continued on page 6)
New Media Technologies The Department of Communication at Tulane University seeks applications for a tenure track assistant professor in new media technologies with an emphasis on theoretical, critical, historical, and/or political approaches. Potential areas of research may include theories of new media; the history of new media; digital democracy and the public sphere; new media and visual culture; and the relationship between film and digital media. Applicants should expect to teach an existing course in critical media analysis and to develop new introductory and advanced undergraduate courses in theory and history of new media and in his/her areas of expertise preferably with some practical application. Our department offers courses in media studies, interaction analysis, and rhetoric as well as minors in film studies and cultural studies. Supporting materials should include an application letter, current CV, three samples of written work, sample syllabi of courses taught, one syllabus in the proposed area, and three letters of recommendation; Ph.D. in communication, media studies or related fields should be in hand by July 1, 2005. Please send all materials to Dr. Constance Balides, Search Committee Chair, Department of Communication, Room 219 Newcomb Hall, Tulane University, New Orleans, LA 70118. Review of applications will begin on December 10 and continue until the position is filled. Tulane University is an AA/EOE employer. Women and minorities are encouraged to apply.

The Department of Ethnic Studies at the University of Colorado at Boulder seeks to fill two (2) tenure-track positions at the Assistant Professor Level. The field of academic specialization is open, but we are most interested in scholars whose research interests stress an interdisciplinary, relational, and analytically comparative approach to Ethnic Studies. An emphasis in Afroamerican Studies is also desirable. Ph.D. or equivalent required by time of appointment. Women and members of minority groups are encouraged to apply. Candidates should demonstrate the potential for excellence in teaching and commitment to scholarly and professional activities. The search committee will begin to read applications on December 15 and will continue the process until the positions are filled. Appointments will begin Fall, 2005. The University of Colorado is committed to diversity and equality in education and employment. Send letter of application, curriculum vitae, sample publications and the names of 3-5 references with address and telephone numbers to: Search Committee Chair, Department of Ethnic Studies, University of Colorado at Boulder, Ketchum 30, Campus Box 339, Boulder, CO 80309-0339. Phone: 303/492-8852. Fax: 303/492-7799. E-mail and phone inquiries are welcome: Ethnic.Studies@colorado.edu or Jose.Martinez@colorado.edu.

The Latin American, Latino & Caribbean Studies Program at Dartmouth College invites applications for an assistant professor, tenure-track position in Latino Studies to begin in the fall term of the 2005 academic year. We seek to appoint a colleague committed to innovative scholarship and teaching with a primary research focus on Latino populations in the U.S. The position will be a joint appointment in the Latin American, Latino and Caribbean Studies Program and a Social Science Department (Anthropology, Geography, History, Government, or Sociology). Candidates should hold a Ph.D. or be in the final stages of a Ph.D. program. Applications should be sent to: Israel Reyes, Chair of Latin American, Latino and Caribbean Studies, Dartmouth College, 6026 Silsby Hall, Hanover, NH 03755. Review of applications will begin on January 15, 2005. Complete applications should include a letter of interest, a current CV, at least three references, and reprints. Dartmouth is an outstanding research institution, where significant start-up awards are provided to every junior faculty member, and where faculty members are expected to be scholar-teachers of the highest caliber. Dartmouth has an even distribution of male and female students, and close to a third of its undergraduate students are members of minority groups. Dartmouth is committed to diversity and encourages applications from women and minorities. Dartmouth College is an Equal Opportunity, Affirmative Action employer.

Historian of Design, Decorative Arts, and Material Culture of the 20th Century. The Bard Graduate Center seeks to make a full-time appointment (rank open) in the History of Design, Decorative Arts, and Material Culture of the Twentieth Century (experience with post-1945 and/or American preferred). Candidates should hold the Ph.D. and demonstrate publications and teaching experience commensurate with rank. The BGC offers advanced training in the history of decorative arts and design; cultural history; museum history; and garden history and landscape design. M.A. and Ph.D. programs explore the interrelationships of the arts, craft, design, places, and social and cultural life in courses ranging in period from the ancient world to the twenty-first century. The institution, a graduate school of Bard College, also sponsors exhibitions, publications, and public programs. Send letter of application, CV, selected publications and names of three references to Prof. Amy Ogata, The Bard Graduate Center, 18 (Continued on page 6)
The School of the Art Institute of Chicago seeks full-time tenure-track position in broadly defined area of Africana studies. Expertise may include world history, Latin American, Caribbean, or Middle Eastern studies, or overlapping disciplines such as history, cultural anthropology, communications, media studies, sociology, art history, economics, and political science. Seek applicants for Fall 2005 committed to excellence in teaching, innovative research and writing. Rank and salary commensurate with experience. www.artic.edu/public/jobs. Send CV; teaching philosophy; example of scholarly work; documentation of creative work if applicable; a description of course(s) you would like to teach; and SASE by Jan. 28, 2005 to: Liberal Arts Search/ASA, The School of the Art Institute of Chicago, Office of Deans and Division Chairs, 37 S. Wabash Avenue, Chicago, IL 60603.

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

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Eva Cherniavsky, Director

(Continued from page 3)
In addition to the panel discussion and special section, CIAS is seeking articles on any aspect of American culture for publication in the regular portion of the journal. Articles should bring together disparate disciplines and appeal to a broad intellectual audience. CIAS is committed to providing opportunities for the exploration of topics that sometimes fall through the cracks in traditional academic journals. We encourage submissions from a wide variety of cultural observers and academics at all stages of their careers. Please send all submissions in Word format (following MLA style) to Mark Noonan, Executive Editor, at cias@columbia.edu by January 15, 2005.
Wild in the Streets: Psychologizing the Perpetrators in the Performance of Public Sentiment

In *Public Sentiments: Structures of Feeling in Nineteenth-Century Literature*, Glenn Hendler explores what he calls the "logic of sympathy" in novels by Walt Whitman, Louisa May Alcott, T. S. Arthur, Martin Delany, Horatio Alger, Fanny Fern, Nathaniel Parker Willis, Henry James, Mark Twain, and William Dean Howells. For these nineteenth-century writers, he argues, sympathetic identification was not strictly an individual, feminizing, and private feeling but the quintessentially public sentiment—a transformative emotion with the power to shape social institutions and political movements.

Uniting current scholarship on gender in nineteenth-century American culture with historical and theoretical debates on the definition of the public sphere in the period, Hendler shows how novels taught diverse readers to "feel right," to experience their identities as male or female, black or white, middle or working class, through a sentimental, emotionally based structure of feeling. He links novels with such wide-ranging cultural and political discourses as the temperance movement, feminism, and black nationalism. *Public Sentiments* demonstrates that, whether published for commercial reasons or for higher moral and aesthetic purposes, the nineteenth-century American novel was conceived of as a public instrument designed to play in a sentimental key. (Taken from a review at: [http://uncpress.unc.edu/books/T-5513.html](http://uncpress.unc.edu/books/T-5513.html))

Kicking off this semester's Spring Lecture Series, Glenn Hendler's talk, "Riot Acts: Regarding the Violence of Others" dealt with the sentimental economy of the gaze in American visual and literary culture from the 18th century to the twenty-first. Bringing authors such as Rousseau, Melville, Stowe, and Douglass into conversation with a theory of distanced spectatorship with regard to images of suffering, Hendler demonstrates the existence of a tradition in American literary and journalistic culture that preserves the distance of the viewer while generating a sympathetic identification with the sufferer. Meanwhile, the perpetrator is cast as bestial and irrational, and the sympathy and identification directed towards the object of abuse precludes the viewer from psychologizing the perpetrators as actors bearing moral responsibility for their actions. Thus, the act of sympathizing acts as an inert stand-in for real action in aiding the sufferer, further enabled by the viewer’s impossible distance from the subject of the image. Applying this critical apparatus to the widely circulated images of the Abu Ghraib prison scandal, Hendler suggests that they differ from the more traditional structures of feeling from earlier periods in American culture. Significantly, the Abu Ghraib photos neither demonize the torturers nor humanize the sufferers, making for a situation in which no identification is possible with any of the subjects within the picture frame. Furthermore, a closer look at the perpetrators in the photos reveals the cheerful, pleasant expressions on their faces, meant as the pictures were to be mailed home to relatives as souvenirs. Quoting the late Susan Sontag’s most recent revision of earlier claims about widely circulated images of suffering, Hendler suggests that, far from dulling our sensitivity to violence, the photos’ capacity to call forth compassion is perhaps a saving grace. Hendler contrasts sympathy, which allows us to feel as though we are not accomplices of a scene of suffering and thus mystifies our own real involvement in power, with compassion, "an unstable emotion [that] needs to be compelled into action or it withers" (Sontag).

For more details on time, date, location, and guest speakers for the American Studies Program Spring Lecture Series, please see the schedule on page 2.
American Studies Program
Spring 2005 Lecture Series
“Politics of Affect, Politics of Terror”
All events to be held in Ballantine Hall, Room 242

Thursday, February 17th, 4:00 PM
Panel Presentation: “Sensibility and the State”
Joan Hawkins (Indiana University) “When Taste Politics Meet Terror”
Michelle Brown (Ohio University) “Setting the Conditions” for Abu Ghraib:
Penal Excess and the Politics of Affect
Sarah Knott (Indiana University) “Sensibility and Violence”

Thursday, March 3rd, 4:00 PM
Diana Fuss (Princeton University)
“Despair”

Thursday, March 24th, 4:00 PM
Ruth Gilmore (University of Southern California)
“Terror Austerity Race Gender Excess Theater Revisited:
From Greater Los Angeles to Abu Ghraib”

Thursday April 7th, 4:00 PM
Jonathan Elmer (Indiana University)
“Treaty Trauma”

Thursday, April 14, 4:00 PM
Ann Cvetkovich (University of Texas at Austin)
“Depression as Public Feeling”

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Eva Cherniavsky, Director
Publication Opportunities

Great Comic Artists: The University Press of Mississippi is soliciting proposals of manuscripts for a new series of critical assessments and appreciations of the most important comic artists who have contributed to the history and development of comic strips, comic books, graphic novels, animation, editorial cartoons, comic illustration, and panel or gag cartoons in the United States and throughout the world. For information and the format of proposals, contact the series editor, M. Thomas Inge, Blackwell Professor of the Humanities and American Studies, Randolph-Macon College, Ashland, VA 23005-5505 (tinge@rmc.edu).

Popular Music and Society - Special Issue on Jazz
Jazz, an American art form of enormous importance, has exhibited notable swings in popularity and marked changes in style throughout its history. Consideration will be given to a wide range of papers that explore the relationship between jazz and society, including (but not limited to) racial and gender issues in the past and/or the present. Submissions might deal with these issues in any jazz style period or examine current trends such as the lack of any dominant new style, the splintering of styles, or the borrowing of older styles in new works. A broad spectrum of viewpoints is welcomed. The deadline to submit papers is June 30, 2005. To submit a manuscript, send four hard copies plus an electronic version in a Word file with the author identified only on the initial title page. Please send manuscript plus cover letter to: Dr. Garth Alper, School of Music, PO Box 41207, University of Louisiana, Lafayette, Lafayette, LA 70504-1207; Tel: (337) 482-6018; Fax: (337) 482-5017 E-mail: gia8786@louisiana.edu

Calls for Papers

The Conference on African Americans and the Civil War (CAACW) invites those interested in the African American experience in the Civil War to submit presentation proposals for its meeting in May 2005. The presentations and papers will examine, evaluate, and define the role of African Americans before, during, and after the Civil War. Contact Steven J. Ramold, Ph.D., CAACW Program Coordinator, Department of History – Virginia State University, Petersburg, VA 23806; sramold@vsu.edu, and look for updates on our website at caacw.org. February 28, 2005 Deadline.

Bowling Green State University’s Center for Popular Culture Studies will hold the 9th Annual Conference on Holidays, Ritual, Festival, Celebration, and Public Display on June 3-5, 2005. Proposed papers, panels or presentations on any topic that falls within the scope of the conference may be submitted (300 word abstract & brief CV) by Feb. 28. Contact Jack Santino, Department of Popular Culture, Bowling Green State University, OH 43403; e-mail rclaypo@bgsu.edu or jacksantino@hotmail.com for any questions.

The 4th Annual Hawaii International Conference on Social Sciences will be held from June 13 (Monday) to June 16 (Thursday), 2005 at the Waikiki Beach Marriott Hotel in Honolulu, Hawaii. The conference will provide many opportunities for academicians and professionals from social sciences related fields to interact with members inside and outside their own particular disciplines. All areas of Social Sciences are invited. The Hawaii International Conference on Social Sciences encourages the following types of papers/abstracts/submissions for any of the listed areas: Research Papers - Completed papers, Abstracts - Abstracts of completed or proposed research. Student Papers - Research by students. Work-in-Progress Reports or Proposals for future projects. Reports on issues related to teaching. For more information about submissions see: http://www.hicssocial.org/cfp_ss.htm

Western Kentucky University invites proposals for presentation at The Bluegrass Music Symposium, first conference devoted specifically to the style. Sept. 8-10, 2005, Kentucky Library and Museum, Bowling Green, Kentucky. Proposed papers, panels or presentations from any topic relevant to bluegrass may be submitted (250 words or less) by March 1. Contact Erika Brady, Programs in Folk Studies and Anthropology, Western Kentucky University, Bowling Green, KY 42101; email <erika.brady@wku.edu>. March 1 Deadline.

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Fellowships (Pre- and Postdoctoral)

Postdoctoral Fellow
The English Department, through the funding of the Mellon Foundation, is inviting applicants for a one-year postdoctoral fellowship with a focus on the study of culture and value in twentieth-century English literature, at a salary of $48,000 (including health and retirement benefits), and with an account of $4,000, from which moving costs and further research expenses can be reimbursed over the course of the fellowship. The fellow is expected to teach one course per semester and attend the Faculty Seminar in the Humanities which will meet for two hours per week and which in 2005/06 will focus on Culture and Value. Eligibility: Applicants must have received the Ph.D. degree after September 1999. Applicants who will receive the Ph.D. degree by June 30, 2005, are eligible to apply. Please send a letter of application, vita, dossier, and a writing sample of between 4,000 and 8,000 words to: Laura Brown, Department of English, 256 Goldwin Smith Hall, Cornell University, Ithaca, NY 14853-3201. Application deadline, February 20, 2005. http://www.arts.cornell.edu/english

Employment Opportunities

Visiting Assistant Professor in American Literature
St. Bonaventure University English Department invites applications for the position of Visiting Assistant Professor in American Literature for the 2005-2006 academic year. This opening is for a scholar of American Literature with specializations in African-American literature and drama/film studies. This position will include the teaching and advising of undergraduate and graduate students with four courses (12 credits) per semester, including at least one section of Composition and Critical Thinking. PhD required, although highly motivated and promising ABD candidates will be considered. All applicants must show evidence of effective teaching and scholarly activity and the potential for future excellence in the profession.

Application Process: Applications accepted until March 1, 2005. Please submit letter of application; curriculum vitae; transcripts; statement of teaching philosophy and research goals; and three letters of recommendation to Visiting Americanist Search Committee, Department of English, Drawer A, St. Bonaventure University; St. Bonaventure, NY 14778.

(Continued from page 3)

Producing Fashion. The Center for the History of Business, Technology, and Society invites papers that examine the production of fashion in consumer societies in any region of the world. The conference will be held at the Hagley Museum and Library in Wilmington, DE. Clothing, home furnishings, appliances, cosmetics are all part of fashion systems whereby design and function merge in the effort to attract consumer attention—and money. For this conference we invite papers that consider how fashion is produced on the level of ideas and style as well as the materials and technologies employed to construct the very items themselves. Papers should consider the practice of producing fashion, especially business and technological aspects, and should do more than present studies of prescriptive literature such as advertising. Proposals are due by March 1, 2005, should be approximately 500 words and accompanied by a short cv. Travel funds may be available for presenters. Direct proposals and queries to Dr. Roger Horowitz, Associate Director, Center for the History of Business, Technology, and Society, Hagley Museum and Library, PO Box 3630, Wilmington, DE 19807, email rhorowitz@hagley.org, fax 302-655-3188

On Friday, April 1, 2005, a one-day conference on "Roots of Irritation and Ties that Still Bind: Exploring Transatlantic Relations between Germany and the U.S." will take place at Butler University, Indianapolis from 9:00 am to 6:30 pm. The conference will explore from a comparative perspective the causes, symptoms, and effects of the irritation as well as continuing bonds that characterize the post-Cold War relations between Germany and the U.S. Keynote speaker on German-American relations will be Prof. Konrad Jarasch (UNC Chapel Hill and Director ZSF Potsdam), followed by 3 parallel panels with paper presentations and group discussions on * Economic ties: business and the prospects of German-American trade * Cultural ties: academic & scientific exchange, teaching, media & public discourse about German-American relations * Political ties: international organizations (UN, IMF, WTO, NATO), migration, human rights, environment etc. The organizers would like to invite scholars, journalists, teachers, or policy makers with an interest in comparative transatlantic research related to above topics to join us at Butler University as either conference participants or as panel members presenting papers. If you are interested to contribute a paper, please submit an abstract with your c.v. If you are selected as a panel presenter, we would ask you to make a commitment to submit your conference paper no later than March 15, 2005. The organizers will be able to provide funds for participants who present a paper on one of our panels covering airfare, meals, and two overnight stays in Indianapolis on Thursday, March 31, and on Friday, April 1. Please contact Prof. Hermann Kurthen (kurthenh@gvsu.edu) for further information at: Grand Valley State University, Department of Sociology, ASH 2164, Allendale, MI 49401, Phone: (616) 331-8720, Fax: (616) 331-3735
Despair and the Global Prison Network: Fuss, Gilmore Treat the Question of Affect as a Political and Psychological Agent

Tersely entitled “Despair,” Professor Diana Fuss’s lecture created a pre-Freudian understanding of psychology with a basis in the passions, broadly understood as an “affective lexicon.” In a project that aims to transcend the binary between essentialism and constructivism as well as avoid postmodernity’s problematic tendency to de-politicize, Fuss constructs a philosophical history of the passions. She reads the emotion of despair as it appears in Emily Dickinson’s *oeuvre* through a number of philosophical lenses coming from different historical periods. Bringing the metaphysics of the passions according to Descartes, Hume, and Edmund Burke into conversation with Dickinson’s cyclical poetic return to the most dejected of affective states, Fuss traces the changing understanding of human sentiment before the late nineteenth century dawn of psychology. Borrowing Philip Fisher’s theory of vehement and non-vehement notions of interiority to ascribe different degrees and kinds of emotional states, Fuss concludes by suggesting that more ambivalent, daily, non-vehement states of affect may be more transformative, due in part to the extent to which they allow us to sustain access to language and the ability to communicate.

For Ruth Gilmore, the American Studies Program’s “Politics of Terror, Politics of Affect” Spring 2005 Lecture Series was an occasion to revisit previous work she’d done during the 1990s on the Rodney King Trial. Gilmore looks at the Abu Ghraib prison scandal through the lens of a phenomenon dubbed “the militarization of everyday life,” a condition particularly evident, she argues, in the city of Los Angeles. By militating towards a need for “broken windows policing,” which involves “the total pervasive criminalization of socially unacceptable behaviors” Gilmore asks questions about possible connections between the expansion of state agency and the “anti-state statism” emblazoned by Governor Schwarzenegger’s policy of increasing privatization. “If we forget the state,” she asks, “then what is a right?” She deftly turns to the Abu Ghraib prison scandal to ponder the extent to which the exposure of visual images and hidden spectacles/scandals can spur controversy surrounding state power and support for a growing anti-state statism. This political dynamic is further problematized by the ways in which, as we see with Abu Ghraib, the victims become objects rather than subjects and the relationship of torture fades in comparison with the inhuman subject at the center of these photos. Such abstraction of power relationships, Gilmore suggests, allows individuals to be defined by their behaviors or crimes and a highly heterogenous group to fallaciously be taken as an undifferentiated mass.
DARTMOUTH COLLEGE ANNOUNCES A ONE WEEK SUMMER INSTITUTE
OUTSIDE AMERICAN STUDIES
MONDAY, JUNE 20 - SUNDAY, JUNE 26, 2005
DIRECTOR: Donald E. Pease (Dartmouth College)
CO-DIRECTOR: Elizabeth Dillon (Yale University)

INSTITUTE FACULTY:
Tony Bogues (Brown University), Pheng Cheah (University of California at Berkeley), Elizabeth Dillon (Yale University), Brent Hayes Edwards (Rutgers University), Jonathan Elmer (Indiana University), J. Martin Favor (Dartmouth), Winfried Fluck (Berlin), Elizabeth Freeman (University of California at Davis), Michael Hardt (Duke University), Djelal Kadir (Penn State University), Cindi Katz (City University of New York), Eric Lott (University of Virginia), Giorgio Mariani (Rome), Meredith McGill (Rutgers University), Klaus Milich (Dartmouth College), J. Hillis Miller (University of California at Irvine), Donald E. Pease (Dartmouth College), Ramon Saldívar (Stanford University), Bethany Schneider (Bryn Mawr College), Ivy Schweitzer (Dartmouth College), Sylvia Spitta (Dartmouth College), Lois Zamora (University of Houston)

DESCRIPTION:
This week long residency program brings together scholars from a variety of fields and institutions to pursue research and facilitate dialogue on issues related to American Studies as an interdisciplinary field. The Institute is divided into plenary sessions, which feature current work from Institute faculty (listed above) and research seminars in which all participants present and discuss their own work-in-progress.

The eighth year of the Institute is the third of a five-year focus on "Outside American Studies." This topic is meant to foreground the transnational and post-disciplinary critical impulse in contemporary American Studies. Plenary speakers will include both scholars well known as "Americanists" and those whose theoretical frameworks, objects of study, and disciplinary inclinations challenge the field's historical understanding of itself.

Speakers in the plenary sessions will focus on the relation between and critical work of emergent and residual practices in the field of American Studies from a variety of interdisciplinary perspectives. These would include but are certainly not reducible to: cultural studies, post-structuralism, neo-pragmatism, post-colonial studies, gender studies, ethnic studies, media studies, social history, cultural anthropology, and science and technology studies. The Institute welcomes participants who are involved in a range of disciplinary and interdisciplinary fields and who are interested in current critical debates in American Studies. Selected Institute papers will be published.

FEE: The fee for the Institute (covering registration, housing, and seminars) is $695.00. The fee to attend only the Institute plenary sessions is $500. APPLICATIONS: Applications for the 2005 Institute will be accepted until all slots have been filled, but applications received by May 20, 2005 will be granted priority. Applicants should send a brief description of their own projects along with a current CV, a writing sample and a $10 application fee. Applications should be mailed to: Jill Savage, 6201 Wentworth Hall, Dartmouth College, Hanover, NH 03755-3326. For further information, contact Jill Savage (email: Futures.Institute@dartmouth.edu, phone: 603-646-1632).

In Memoriam

**Publication Opportunities**

**July 1, 2005 Deadline.** *Current Musicology* announces the publication of a special issue, “The Music of 1965.” Articles exploring such topics as film soundtracks, jazz, country music, Motown, the “British invasion,” and the 1960s folk revival are especially welcomed. Papers should be 18-30 pages including musical examples and illustrations. For information, contact Katherine Dacey-Tsuei at current-musicology@columbia.edu; or visit our website: [http://music.columbia.edu/~lcurmus/auth/call40th.html](http://music.columbia.edu/~lcurmus/auth/call40th.html).

**August 1, 2005 Deadline.** *Western Folklore*, the academic journal of the California Folklore Society, is soliciting submissions for a special issue of the journal that will be centered on the expressive culture of the African Diaspora and Caribbean Religious Culture. Work that deals with the nature of spirit possession, aesthetic expressions of self and society, and the negotiation of gender and sexuality is especially welcome. Please send submissions as attachments in Microsoft Word to Solimar Otero, Special Issue Editor (<solimar@u.washington.edu>), or Sabina Magliocco, Editor (<sabina.magliocco@csun.edu>), or in hard copy to: Sabina Magliocco, Editor, Western Folklore; Department of Anthropology, California State University, Northridge; 18111 Nordhoff St., Northridge, CA 91330-8244. Submissions should conform to the Social Sciences format, Chicago Manual of Style, 15th Edition.

## Calls for Papers

**Call For Papers: Great Lakes History Conference**

"World History in the 21st Century," October 28-29, 2005

**Deadline: May 15, 2005.** Our two keynote speakers are leading specialists in world history: Professor Jerry Bentley and Professor David Christian. We welcome papers and arranged sessions addressing on teaching world history, theories and approaches, historiography, research and methods, interdisciplinary approaches (for example environmental and earth sciences, anthropology, sociology and psychology), war and violence, genocide, environmental issues, medicine, economics and other fields of expertise. Please address all inquiries or send a 200 word proposal and CV to:

Dr. Craig Benjamin or Dr. Jason Crouthamel
Department of History
1 Campus Drive, MAK 1060a
Grand Valley State University
Allendale, MI 49401
Phone: (616) 895-3298 (department)
Email: benjaminc@gvsu.edu or crouthaj@gvsu.edu
Fax: (616) 895-3285

Registration and program information will be sent in the summer.

The Center for the Arts in Society at Carnegie Mellon University announces an interdisciplinary, international conference on (Im)permanence: Cultures in/out of Time scheduled for October 2005. This conference will bring practicing artists in all fields of the visual and performing arts, scholars in the various humanities, together with experts in curation and preservation to address the relationship between art and time both historically and in the contemporary world. Call for papers/presentations/performances can be found at [http://www.hss.cmu.edu/cas](http://www.hss.cmu.edu/cas).

**April 15, 2005 Deadline.** The Canadian Association of American Studies (CAAS) will be holding its 2005 Conference in Halifax, Nova Scotia, on October 6-9. The theme will be "America and Violence". "America", D. H. Lawrence once proclaimed, "is tense with latent violence and resistance". Papers or panels that deal with the topic of violence in American history, culture, literature, and life from any point of view are welcome. Submit proposals (250 words) by April 15, 2005 to David H. Evans, English Department, Dalhousie University, NS, Canada (dhevans@dal.ca). The conference website can be found at [http://www.dal.ca/~dhevans/CAAS/conference.htm](http://www.dal.ca/~dhevans/CAAS/conference.htm).


September 22-24, 2005 The College of New Jersey will host a symposium celebrating the 150th anniversary of Walt Whitman's Leaves of Grass. Participants include Sherman Alexie, Anita Anantharam, Benjamin Barber, Daphne Brooks, Lawrence Buell, Wai-Chee Dimock, Betsy Erkkila, Ed Folsom, Janet Gray, Kristion Silva Gruesz, Matthew Harvey, David Lehman, James Longenbach, Robert K. Martin, Meredith L. McGill, Angela Miller, Kenneth Price, and Ivy Wilson. For information on events and activities, visit the website at [http://www.tcnj.edu/~whitman/](http://www.tcnj.edu/~whitman/) or contact conference organizers, Michael Robertson (<mroberts@tcnj.edu>) or David Blake (<blake@tcnj.edu>).
Research Competition

Ralph Henry Gabriel Dissertation Prize
The Ralph Henry Gabriel Prize is awarded annually to the best doctoral dissertation in American Studies, American Ethnic Studies or American Women's Studies. The prize honors Ralph Henry Gabriel, Professor Emeritus at Yale University, and a founder and past president of the American Studies Association.

Nominations for 2005
The American Studies Association is pleased to announce the competition for the 2005 Ralph Henry Gabriel Dissertation Prize. The $500 prize will be awarded by the Association for the best doctoral dissertation in American Studies. The period of eligibility for the Gabriel Prize will include dissertations completed between July 1, 2004 and June 30, 2005. Each graduate American Studies, American Ethnic Studies, or American Women's Studies program may nominate two dissertations that have been completed under its aegis during the period of eligibility for the award. The competition is limited to candidates receiving the Ph.D. degree in American Studies, American Ethnic Studies, or American Women's Studies. Individuals may not nominate their own dissertations. The winning author must be a member of the Association. The winner will be announced at the annual meeting of the American Studies Association, to be held in Washington, D.C., November 3-6, 2005.

The procedure for submission is as follows:
The Director of each graduate American Studies, American Ethnic Studies, or American Women's Studies program, in consultation with the faculty, will be eligible to choose for submission up to two dissertations completed in the program during the period of eligibility. The Director will then send to each member of the prize committee the dissertation abstracts, a sample chapter from each dissertation selected, and a cover letter explaining why each dissertation deserves the award. The deadline for submission is May 20, 2005. A separate letter listing each entry should also be sent to the members of the 2005 committee so they can verify the arrival of all nominating materials.

Susan Curtis, Committee Chair
History Department
672 Oval Dr
Purdue University
West Lafayette, IN 47907-1968

Kevin Gaines
Department of History - 1029 Tisch Hall
University of Michigan
Ann Arbor MI 48103-6146

Priscilla Wald
Department of English
Box 90015
Duke University
Durham, NC 27708

Based on their reading of the materials submitted, the prize committee will then invite a short list of up to seven nominees to submit their completed dissertations for formal review. Please note that the Ralph Henry Gabriel Dissertation Prize does not include publication with any individual press or publishing house. The prize honors Ralph Henry Gabriel, Professor Emeritus at Yale University, and a founder and past president of the American Studies Association.

Please see ASA website for a list of past winners and their projects.
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>

African American History. One-year visiting teaching/research position at the assistant professor or instructor level with the possibility of renewal for a second year. Ph.D. at time of appointment preferred, but will consider ABDs. Teaching duties will consist of four courses over two quarters of the academic year, with the third quarter free for research. Send a c.v., a letter describing research and teaching interests, a writing sample, and three letters of recommendation to Jeff Ostler, Department Head, University of Oregon, Eugene, OR 97403-1288. Review of applications will begin on March 15 and will continue until the position is filled. The University of Oregon is an AA/EQ institution committed to cultural diversity and compliance with the ADA.

American Studies/History. Visiting Assistant Professor of American Studies, History and Core. Primarily teaching freshmen in the interdisciplinary course of History and the Modern World and other courses in your area of expertise while participating in departmental initiatives. This position may be extended for up to three years depending on satisfactory evaluations. Ph.D. in American Studies or History and experience teaching interdisciplinary courses is preferred. Candidates should have a strong commitment to teaching and must be able to maintain a research/professional or creative practice that is welcoming to student participation. Send your resume, cover letter and contact information to: Department of Human Resources Reference #05-075, Roger Williams University, One Old Ferry Road, Bristol, Rhode Island, 02809 or human_resources@rwu.edu

U.S. Women's/Gender History. Assistant or Associate Professor. The School of Arts and Humanities at The University of Texas at Dallas invites applications for a tenure track Assistant or Associate Professor in U.S. Women's or Gender History, appointment to begin September 1, 2005. The successful candidate will have a strong commitment to research and publishing, undergraduate and graduate teaching, interdisciplinary education and research, and professional academic service. The School offers an interdisciplinary program built on three interrelated areas: Literary Studies, Historical Studies, and Aesthetic Studies (including Art and Performance and Arts and Technology). UTD is a dynamic, growing research institution with a diverse student body and a strong research faculty. Salary competitive. Review of applications begins April 15, 2005. Send letter, c.v., and 3 letters of recommendation to: Donna Perry, Chair, Department of English, William Paterson University, 300 Pompton Road, Wayne, New Jersey 07470; telephone: 973-720-2254; e-mail inquiries only to: perryd@wpurj.com. William Paterson University is an equal opportunity institution committed to diversity.
American Studies Program
Spring 2005 Lecture Series

"Politics of Affect, Politics of Terror"

Thursday April 7th, 4:00 PM
Jonathan Elmer (Indiana University)
"Treaty Trauma"

Thursday, April 14, 4:00 PM
Ann Cvetkovich (University of Texas at Austin)
"Depression as Public Feeling"

All events to be held in BH 242

Don't miss out on the last two lectures of the season! IU Bloomington's own Jonathan Elmer and UT Austin's Ann Cvetkovich wind up our Spring Lecture Series on the politics of affect in the war on terror. See synopses and reviews of their past projects below!

Jonathan Elmer is Associate Professor of English and American Studies at Indiana University — Bloomington. He is the author of Reading at the Social Limit: Affect, Mass Culture, and Edgar Allen Poe.

From the Publisher: Edgar Allan Poe's mobility with respect to apparently exclusive sets of values - those of high and mass culture - has long troubled curators of the cultural order. Many critics have been puzzled, sometimes to the point of vituperation, about how Poe can stand simultaneously as the germinal figure of a central modernist trajectory (leading via Baudelaire to French Symbolism and thence to the high modernism of Eliot and others) and as the acknowledged pioneer of several durable mass-cultural genres, including detective and science fiction and certain modes of sensational or Gothic horror. Arguing that Poe is not exceptional but exemplary in this ambivalent relationship to mass culture, the author offers a new theorization of mass culture and ideology through extended analysis of four motifs in Poe's works: the notion of the uncanny and its link to anxieties about originality; Gothic horror and identification; the confessional psychopath; and the figure of the dupe and the "logic of the

Ann Cvetkovich is Associate Professor of English at the University of Texas at Austin. She is the author of Mixed Feelings: Feminism, Mass Culture, and Victorian Sensationalism.

From www.bn.com: Critic and scholar Ann Cvetkovich wrenches the concept of trauma away from the analyst's couch and recasts it in the context of lesbian culture. By resisting the use of academic psychobabble, she makes a cogent argument for trauma as a source of queer creative and political energy. . . Cvetkovich's prose is passionate and bold, delving head-on and clear-eyed into topics like S/M butch/femme sexual dynamics, and incest. She's refreshingly savvy about underground dyke culture: Here the experience of moshing to Tribe 8 at a women's music festival is as relevant as Freud's theory of trauma and consciousness. As scholarship, this book is bound to become an essential study of lesbian cultural output and political activism; as a lay read, it's both edifying and invigorating. —Chelsey Johnson, Out

The American Studies Program
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Bloomington, IN 47405-7103
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Fax: (812) 855-0001

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Jonathan Elmer and Ann Cvetkovich Round Out Spring 2005 Lecture Series with Trauma and Depression

Jonathan Elmer delivered the penultimate address in the American Studies Program's Spring 2005 Lecture Series, a lecture entitled "Treaty Trauma," a version of which he will also deliver as a plenary address at the Eighth Annual Dartmouth Summer Institute in American Studies in Hanover, New Hampshire this June. "Treaty Trauma" involved interrogating figures of the sovereign and references to the concept of sovereignty in American literature during the colonial and Federal periods. Elmer's scholarship is distinctive in its blend of intense historical investigation of a broad variety of different heightened textual moments with the tendency to make those more concrete moments speak more abstractly on the level of theoretical speculation. For Elmer, questions of sovereignty during this period always involve or are somehow routed through the figure of the ethnic other—here, in particular, the Native American. This ethnic other serves as the limit term for the state and the white subject of its sovereignty. The Native American other is thus constituted as a site of surplus meaning as a result of the amnesia brought on by historical forgetting, a delimiter of sovereignty as well as a site of surplus meaning resulting from what Elmer refers to as both persistence and eminent destruction. The figure of the disappearing Native American presents the problem of articulating cultural difference not as a problem of pluralism or multiplicity but as a problem of the "not one"—a doubling in which neither pluralism nor relativism can manage difference. Finally, in a characteristically unpredictable twist, Elmer routes the figure of the disappearing Native American through the trope of the treaty tree to pose questions about the nature of the native's confrontation with the sovereign nation and the limits of its compact as we see them coming together both metaphorically and literally at the site of the treaty tree.

In An Archive of Feelings: Trauma, Sexuality, and Lesbian Public Culture (2003), trauma was central concept that Ann Cvetkovich examined. In today's lecture she focused more on the concept of depression. She has become increasingly interested in everyday suffering (the low-level buzz of daily affect). In her talk, Cvetkovich conceptualizes depression as a cultural phenomenon and a public feeling. She explored whether depression has the potential to serve as political resource. Cvetkovich's talk was textured, drawing on a diverse range of sources, including her own private battles with depression. In response to the suffering that came from watching one of her friends die of AIDS, Cvetkovich said, "Sometimes I felt like depression was worse than death." In exploring her own feelings and views about depression, Cvetkovich touched on some of the major contemporary works that have dealt with depression, including Prozac Nation. Her major problem with these books is their "a-drug-saved-my-life narrative." Cvetkovich is concerned with the high use of antidepressants in our country because she thinks it prompts people to view depression as a personal problem instead of a social, political problem. And if it is a personal problem, then, the government has no responsibility to solve the problem. Cvetkovich's lecture was just a slice of a bigger, collaborative project she has been working on called The Public Feelings Project. — Kim Trager

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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 2005-2006 academic year: Nathan Carroll (CMCL), Matt Backer (Art History), and Matt Yockey (CMCL). 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 elmwood@indiana.edu

Nathan Carroll is a Ph.D. candidate in the Department of Communication and Culture, and the class he'll be teaching is entitled “Hidden in Plain Sight: Propaganda Films and the Shaping of American Experience.”

1. Your decision to examine both liberal and conservative propaganda films sounds like a timely response to contemporary critiques of the university as a site of ideological indoctrination. What films from both ends of the political spectrum do you think have potential for such particularly fruitful pairing and why?

I have indeed tried to balance out the equation ‘as much as possible’ so as to avoid would might otherwise amount to classroom propaganda, seriously impairing the effective aims of the class in developing students’ critical faculties toward such unbalanced arguments. That said, the time limits of what can and cannot be screened during the course of a semester also inherently limit the scope of discussion.

With respect to pairings for example, in the case of Vietnam, I have one week I am calling ‘John Wayne Saves Vietnam’, which makes reference to the ways in which he recycled much of his WWII film iconography into a new historical context, even though it was a drastically different war. For this week I am showing parts of two reactionary John Wayne hosted Vietnam documentaries (A Nation Builds Under Fire and No Substitute for Victory) as well as The Green Berets, but am following up the next week with Peter Davis’ Hearts and Minds – a film which both criticizes and engages in media propaganda contemporary with Vietnam. The week following that, however, I employ the historical memory thread of the course, showing Errol Morris’ recent film, The Fog of War where war architect Robert McNamara attempts to reshape both his and our memory of Vietnam with mixed results.

Another example would be the Cold War, which we will spend considerable time on, especially in its 1950s and 1980s manifestations. With respect to the former, we will be screening films like Red Nightmare and The Truth About Communism (hosted by Ronald Reagan) paired with films branded as propaganda from the right, including The Salt of the Earth and The Hollywood Ten.

2. What are some continuities, if any, that you see between American propaganda films of the various periods that organize the course's approach?

One of the most interesting aspects of this class from my perspective is examining propaganda through a two-pronged approach; that is through the way it works to shape contemporary American opinions during wartime, but also how propaganda films are used decades on to revisit and reshape those same memories. So in other words, historical memory is highlighted as not being immutable, but an ongoing function of political taste and power. The cultural stakes shift every time we police our collective attitudes and memories. Thus, recent popular films like Saving Private Ryan and Pearl Harbor take on new meanings when viewed through this critical lens.

3. What kinds of online archive materials have you found that seem best suited for helping students to access some key issues or questions at the center of these kinds of filmic texts?

Of course propaganda is not just limited to film but arrives from all angles. Students will be asked to pull in propaganda resources for group projects and individual papers from a variety of sources. The Internet offers several databases that allow students to follow and develop their own research interests. From the Library of Congress’ American Memory online archive to downloadable public domain films of every strain of historical propaganda available at www.archive.org to one of my favorite links as of late, a teacher run linked site at www.teacheroz.com, students certainly have a variety of places to access a variety of primary resources to begin research and compliment traditional news archive websites such as those run by the BBC, CNN and The New York Times.

4. What are you most looking forward to about teaching this particular A202 topic?
Nathan Carroll is a Ph.D. candidate in the Department of Communication and Culture, and the class he’ll be teaching is entitled “Hidden in Plain Sight: Propaganda Films and the Shaping of American Experience.”

1. Your decision to examine both liberal and conservative propaganda films sounds like a timely response to contemporary critiques of the university as a site of ideological indoctrination. What films from both ends of the political spectrum do you think have potential for such particularly fruitful pairing and why?

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Matt Yockey is a Ph.D. candidate in Communications and Culture. The class he’ll be teaching is entitled, “The Superhero in America.”

1. Questions of democracy and civic membership seem to be at the heart of the American superhero as a national icon. Which superheroes address these questions in the most poignant or complex ways, for you?

The classic pantheon of Marvel Comics characters of the Sixties really speak to feelings of isolation and disfranchisement in American society. The most representative figures are the Incredible Hulk, Spider-Man, and the X-Men. Of course, at first Marvel was simply exploiting typical teen angst about belonging and, later in the decade, the general unrest within society. This appeal to the counter-culture was reciprocated. Marvel comics were very popular on college campuses at the time and a garage rock band even put out a song in 1969 called "Nobody Loves the Hulk." But these figures seem to resonate with a broader audience as well and obviously have stayed with us beyond the Sixties.

2. What role do you see historical change over time playing in the development of certain superheroes? Do watershed events figure the avenues of inquiry that you foresee the course delving into?

I think that superheroes have always responded to important historical moments. In my course we will look at the first national crisis that the genre responded to, World War II, and then consider other important moments and events, such as the Cold War and 9/11. Importantly, the superhero has been employed as a kind of super-soldier and is most resonant, I think, in times of war. But we will also look at other national projects that the superhero has been implicated in, such as the space race and the Civil Rights movement. What’s most interesting about superheroes as symbols is their flexibility.

3. To what extent (or in what ways) does "The Superhero in America" view superheroes as both enforcing and resisting social boundaries and norms?

The superhero is the typical American hero -- completely fraught with contradictions. The class will explore how the superhero carries on the tradition of such iconic figures as the frontiersman of the old west, a defender of American values, yet someone who remains distinctly separated from American society. Superman fights for "truth, justice, and the American way," but at the end of the day he kicks back in his Fortress of Solitude. You could argue that Superman doesn't have much time for humanity because he infantilizes them. Of course, the very notion of a Superman evokes fascism, so by their very nature as these superior protectors of the masses, superheroes are very problematic figures. Beyond Superman, the more humanized Marvel heroes tend to push at social boundaries in different ways. The Hulk is a good example -- his hatred for humanity is based on people's misunderstanding of him -- the fact that he is only regarded as this raging child. So the divide between superhero and average citizen is always there, even as the hero labors for the status quo.

4. Is the course organized by historical period, graphic medium (film/print/TV), hero typology, or some different criteria/criterion? What do you see as the particular benefits of such an organization?

The class is loosely organized along historical lines. The benefit of this is that you can develop a more coherent picture of how the
Editor’s Farewell Address

This issue marks the end of my two-year tenure as newsletter editor for the American Studies Program, a rewarding, challenging, and extremely educational post that it is my privilege to pass on to another. I’d like to express my gratitude to some familiar faces from the American Studies office whose help has been valuable to me for the past two years. Thanks to Cynthia Gwynne Yaudes for sharing past expertise, experience, advice, and the occasional set of lecture notes. Thanks to Eva Chernlavsky for maintaining and tirelessly building up a Program with a thriving intellectual community and a bright future.

Calls for Papers

15 May 2005 Deadline. Association for Museum History annual conference, 28 October 2005, at the Smithsonian Institution, Washington, DC. Proposals on the history of museums, exhibitions and related subjects are invited; special consideration will be given to papers addressing world’s fairs. Proposals should include a one-page summary of the paper’s content, contribution to knowledge, and sources; and a curriculum vitae. Submissions may be sent via e-mail attachments (MS Word format preferred) to: Jeffrey Abt, j_abt@wayne.edu; or via hard-copy to: Jeffrey Abt, Department of Art and Art History, 150 Art Building, Wayne State University, Detroit, Michigan 48202.

America in the Middle East/The Middle East in America, an interdisciplinary conference sponsored by the Center for American Studies and research at the American University of Beirut, December 18-21, 2005. Taking the current tense encounters between "America" and the Middle East as a starting point, the conference invites papers that explore these encounters through contextualization and questioning. Send abstracts (500 words or less), along with a short CV, to casar@aub.edu.lb by June 1, 2005. All paper presenters will be subsidized. Further information is available on the CASAR website: http://staff.aub.edu.lb/~webcasar/index.html.

Have a safe, relaxing summer!

See you in the fall!
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/AmericanStudiesAsso>

Visiting Assistant Professor of Cinema Studies
The Cinema Studies Program at Oberlin College invites applications for a full-time non-continuing faculty position in the College of Arts and Sciences. Appointment to this position will be for a term of one year beginning fall semester of 2005 and will carry the rank of Assistant Professor.

The incumbent will teach two sections of our introductory course, Style, Form, and Meaning in Cinema, and three advanced courses in his or her areas of specialization. The area of specialization is open, except for French, German, Russian, and Chinese cinema. Among the qualifications required for appointment is the Ph.D. degree in hand or expected by first semester of academic year 2005. Candidates must demonstrate interest and potential excellence in undergraduate teaching. Successful teaching experience at the college level is desirable.

To be assured of consideration, letters of application, including a Curriculum vitae, graduate academic transcripts, and at least three letters of reference, should be sent by April 30, 2005, to:

Jeffrey Pence, Director
Cinema Studies Program
10 North Professor St.
Oberlin College, Oberlin OH 44074

Application materials received after April 30 may be considered until the position is filled. Salary will depend on qualifications and experience. fax number (440) 775 8684.

Position available at the University at Buffalo in the Department of Art History. Seeking a colleague with broad knowledge in the discourse of Visual Studies. Rank open/preferably at the Associate Professor level. Teaching responsibilities are two courses per semester, graduate seminars, and thesis direction in the MA program. Required: Ph.D. in art history or in related fields, and willing to assume a leadership role in developing a Visual Studies program. Demonstrated level of excellence in research and publication. Salary Range: Negotiable. Send CV, dissertation chapter, publications, teaching record (if any), and three written references to: Art History Search, Department of Art History, 608 Clemens Hall, University at Buffalo, Buffalo, NY 14260-4640. E-mail: cerrman@ucbuc.edu; Fax: (716) 645-5978. Position to be filled as soon as possible. Starting Date: August 2005

College of the Atlantic is seeking a faculty member for one or two ten-week trimesters to fill the James Russell Wiggins Visiting Chair in Government and Polity for the academic year 2005-2006. There is a possibility of renewal. Successful candidates should have interdisciplinary training and/or experience in one or more of the following: United States history, political science/government, American Studies, or other related fields. Practitioners with substantial experience in politics, non-governmental organizations, or media are also encouraged to apply. Preference will be given to scholars or practitioners who can help undergraduates bring sophisticated political analysis and historical perspectives to bear in their roles as citizens, activists, and advocates for social change in American society and the world. While an emphasis on fostering students’ civic engagement is central, the College’s faculty are also particularly interested in enhancing teaching about the political aspects of government at all levels from the organizational to the global. The ability to engage undergraduates both theoretically and practically is critical.

Desirable course areas include but are not limited to: historical approaches to U.S. politics; democratic theory and practice; media and American politics; global dimensions of politics. The successful candidate must have a demonstrated track record of teaching excellence and/or extensive experience in appropriate fields. Preference will be given to candidates who have experience in academia or practitioners who have experience working with college-age constituencies. All candidates must have excellent communication skills and the ability to work collaboratively with undergraduates and faculty peers. A terminal degree or significant and relevant work experience are strongly preferred.

College of the Atlantic (COA) is a small, accredited, private college offering the B.A. and M.A. in Human Ecology. Faculty organization is non-departmental, and the college has a system of democratic self-governance. The College’s innovative curriculum includes: self-directed, interdisciplinary study; team teaching; involvement of undergraduates in research; and a commitment to prepare students to address social, political and environmental problems. A new faculty initiative at the College seeks to engage students in teaching and learning about global citizenship, advocacy, service, and activism. Learn more about COA by visiting our web page, http://www.coa.edu. Send a cover letter, a statement of teaching philosophy, CV, three paragraph-long course descriptions, and three letters of reference to: Wiggins Search Committee, Attn: Barbara Carter, College of the Atlantic, 105 Eden St., Bar Harbor, ME 04609. Review of applications will begin April 30th and continue until the position is filled.
Matt Yockey is a Ph.D. candidate in Communications and Culture. The class he’ll be teaching is entitled, “The Superhero in America.”

1. Questions of democracy and civic membership seem to be at the heart of the American superhero as a national icon. Which superheroes address these questions in the most poignant or complex ways, for you?

The classic pantheon of Marvel Comics characters of the Sixties really speak to feelings of isolation and disfranchisement in American society. The most representative figures are the Incredible Hulk, Spider-Man, and the X-Men. Of course, at first Marvel was simply exploiting typical teen angst about belonging and, later in the decade, the general unrest within society. This appeal to the counter-culture was reciprocated. Marvel comics were very popular on college campuses at the time and a garage rock band even put out a song in 1969 called "Nobody Loves the Hulk." But these figures seem to resonate with a broader audience as well and ob-

Matt Backer is a Ph.D. candidate in Art History, and the class he’ll be teaching in the Fall is called, “Representations of War in America, from the Civil War to the Present.”

1. When did you first become interested in representations of American war and their effects on public opinion and political consensus?

While I’ve been interested in the relationship between representations – especially wartime representations – and public opinion for some time, the terrorist attacks at the World Trade Center marked a turning point. I was in a public office when I first saw the news reports and I honestly didn’t believe that it had happened. I compulsively turned to representations for the rest of the day to convince myself of the reality of an event that seemed so unreal. As I allowed this traumatic imagery to wash over me, the framing of the event – casual remarks by the newscasters, speculations as to the identity of the culprits, and so on – became indistinguishable from the event itself. In the following days, I regained my criticality, but with a new awareness of how the immediacy of an experience can blind us to how the framing of a representation fundamentally determines our conception of that event. I try to apply this awareness to my understanding of how representations have affected Americans in the past.

2. What are the most compelling documents or images that you plan on addressing in your course and why?

Personally, I’m absolutely fascinated by “low” forms of historical visual culture, from Donald Duck comics to the portraits of Civil War soldiers, made just before they left their homes. By considering a wide variety of the visual material surrounding historical subjects, we can get a broad appreciation of their perspective. For instance, during the Vietnam War, James Rosenquist made a life-sized painting of the F-111 fighter-bomber (which was 86 feet long), juxtaposed with banal scenes of 1960s American life: a smiling girl getting her hair set, a plate of spaghetti, and so on. The full effect of the painting is not clear until we notice that military propaganda infused so much visual culture at the time, even Carl Bark’s Donald Duck comics.

3. The array of objects and texts you mention in your course description seem to have a productive diversity already built in. What kinds of relationships do you see between material objects like memorials or monuments, texts, and commodities?

That’s an interesting question, one with which we’ll wrestle throughout the class. We’ll be looking at the wonderfully heterogeneous materials made during each war, including diaries, anti-war magazines, and cartoons and other media made for American soldiers. We’ll consider how the diverse responses to war reflect America’s mixed population. In the years following each war, however, monuments emerge and the contemporary heterogeneity is replaced with a single, solemn, glorious representation. Movies, novels, comics, and other cultural forms looking back at war often attempt to reintroduce a wonderful mix of responses, but I’ve found that, more often than not, they contribute to monumentalizing a single, uncomplicated memory of war that fits neatly into American history. In class, first of all, we’ll reintroduce some complexity by re-examining all of this contemporary material, from high to low cultural forms. Secondly, we’ll try to figure out the reasons for and the problems with essentializing history.

4. What is the most important thing you hope to impart to your students about the power of representation and why?

Representations enable us to tell stories about our country and ourselves. By cultivating a critical perspective toward the representations surrounding us, we can begin to tell our own stories about our country and ourselves.