American Studies Program Newsletter

 Dreams No Longer Deferred

Few departments or programs on the Indiana University campus can say that, in the last nine months, that they have doubled the size of their staff and finalized the addition of an entirely new academic component to their curriculum—but the American Studies Program can. In just the last month, the Program has increased its staff twofold (see page 6 in this newsletter for details) and, over the past academic year, has designed an undergraduate major to “self consciously examine the relation between nationality and culture” that is implied by the very concept of ‘American’ Studies. Courses in the major will draw from a wide range of sources and fields, toward developing students’ versatility with interdisciplinary modes of thought. Faculty members are crucial to this goal and to the full development of this type of curriculum. Recognizing this, the American Studies Program has begun to reinvigorate its intellectual relationship with its current faculty members and has also laid the foundation for future faculty employment. The first hire under this recruitment plan is Dr. Kathryn (Katie) Lofton (introduced in the May-June newsletter), who begins a joint appointment in Religious Studies and American Studies this semester. Over the next year, three other scholars will be hired to fill other jointly-organized assistant professorship positions:

With African American African Diaspora Studies:
• Candidates should have expertise in performance studies, cultural studies and/or literary studies and should be able to comfortably navigate between the fields of AAADS and AMST, using diasporic, global or comparative perspectives to examine the experiences of people of African descent

With Communication and Culture (Performance and Ethnography):
• Candidates should specialize in the ethnography of media, with research interests that are inter-American and transnational and that situate the United States—its histories, cultures and arts—within the hemi-

(Continued on page 2)
spheric context of the broader Americas or that focus on a different part of the Americas within the context of an inter-American, transnational approach. Central to this position will be the ability to “trouble” notions of the border and national identity, explore the mediated relationship between indigeneity and cosmopolitanism or attend to the role of media in the diaspora-homeland relationship.

- A position with English will also be offered, the details of which are, as of this printing, being finalized.

(Continued from page 1)
**Fellowships in the Social Sciences and Humanities**

Woodrow Wilson International Center for Scholars

**Application deadline 1 October 2006**

The Center awards academic year residential fellowships to individuals from any country with outstanding project proposals on national and/or international issues. Topics and scholarship should relate to key public policy challenges or provide the historical and/or cultural framework to illuminate policy issues of contemporary importance. Fellows are provided stipends which include round trip travel, private offices, access to the Library of Congress, Windows-based personal computers, and part-time research assistants. For more information, visit [www.wilsoncenter.org/fellowships](http://www.wilsoncenter.org/fellowships).

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**Essays on the History, Theory and Practice of U.S. Letters, 1620-1860**

**Deadline 1 November 2006**

We are seeking essays employing a broad variety of approaches examining and theorizing letters’ form, materiality, and aesthetics; emergence from and intervention in social and political contexts; negotiation and mediation of race, class, gender relationships and national identities; editorial, composition, or revision practices; reception. Essays may focus on a single author, letter exchanges, or issues across authors and eras. Send hard copy (maximum 25 pages) and email attachment to each editor: Sharon M. Harris (sharon.harris@uconn.edu) and Theresa Strouth Gaul (t.gaul@tcu.edu).

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**The Library Quarterly**

now under the editorial leadership of John C. Bertot and Wayne A. Wiegand, seeks original submissions that link scholarship on reading with the library as a reading institution, explore the library as a cultural space, evaluate library networked services and resources, examine collection development in networked environments, or address information architecture and telecommunication policy. The Library Quarterly seeks to interpret relevant issues and current research for the librarian, educator, administrator, and others involved with the collection and history of books. For more information visit [Library Quarterly online at: http://www.journals.uchicago.edu/LQ](http://www.journals.uchicago.edu/LQ).

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**Special Issue of Meridians**

Women, Hip-Hop and Popular Music

**Deadline 1 December 2006**

We invite critical essays, creative work, and interviews from a variety of disciplines. We especially invite submissions that highlight global and transnational perspectives on women, hip-hop from around the globe and other forms of popular music. High priority will be given to submissions that utilize critical race feminist analyses. Essays, no longer than 9000 words, should follow Chicago style. Please send email attachments of 150-word abstracts and manuscripts to R. Dianne Bartlow at Dianne.bartlow@csun.edu and Janell Hobson at jhobson@albany.edu in Word format.

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**Columbia Society of Fellows in the Humanities**

**Application deadline 2 October 2006**

The Society will appoint a number of post-doctoral fellows in the humanities for the academic year 2007-2008. We invite applications from qualified candidates who have received the Ph.D. between 1 January 2003 and 1 July 2007. Fellows are appointed as Lecturers in appropriate departments at Columbia University and as Mellon Fellows in the Society of Fellows. The fellowship is renewable for a second and third year. In the first year, Fellows teach one course per semester; at least one of the courses will be in the undergraduate general education program. In years two and three, Fellows teach one course per year. The annual stipend will be $52,000. Each Fellow receives a research allowance of $3,000. Application forms are available at [www.columbia.edu/cu/societyoffellows](http://www.columbia.edu/cu/societyoffellows).

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**Visiting Scholars Program**

**Post-Doctoral/Junior Faculty Fellowships**

**American Academy of Arts and Sciences**

**Application postmark deadline 14 October 2006**

The Academy is interested in proposals that relate to its current projects in the following program areas: Humanities and Culture, Science and Global Security, Social Policy and American Institutions, and Education. For details, contact: The Visiting Scholars Program American Academy of Arts and Sciences 136 Irving Street Cambridge, MA 02138-1996 Or visit [www.amacad.org/visiting.aspx](http://www.amacad.org/visiting.aspx).
American Studies Department  
California State University Fullerton  
Postmark deadline 2 October 2006

Applications are invited for a tenure-track assistant professorship to begin Fall 2007. We seek a specialist in race and ethnicity within the larger context of American society and culture. Qualifications include: (1) Ph.D. in American Studies or American social/cultural history; (2) university teaching experience; (3) ability to teach AMST 201 (Introduction to American Studies) and AMST 301 (American Character); (4) ability to teach advanced courses in area of specialization. Evidence of successful teaching and potential for significant scholarly publication is essential. Salary is competitive and commensurate with experience and qualification. To apply, send a letter of interest, curriculum vita, and three letters of recommendation to: Michael Steiner, Recruitment Chair, American Studies Department P.O. Box 6868 California State University Fullerton, CA 92834-6868.

Ethnic Studies Department  
Cal Poly San Luis Obispo  
Closing date 13 November 2006

Applications are being accepted for a tenure track position at the rank of Assistant or Associate Professor to begin in September 2007. Candidates must have expertise in, and be prepared to teach, courses in one or more of the following areas of Ethnic Studies: Africana Studies, Asian American Studies, Comparative Ethnic Studies, or Cultural Studies. Duties include teaching, scholarship, advising students, committee service, and contributing to the development of a newly established major degree program in Comparative Ethnic Studies. Ph.D. in Ethnic Studies, or comparable programs in Social Sciences or Humanities, is required. Advanced ABD candidates will also be considered, but degree must be completed by the time of appointment. Salary and rank are commensurate with experience and qualifications. To apply, view detailed application instructions and submit required on-line faculty application at www.calpolyjobs.org for requisition #100997.

Honors College  
Texas Tech University  
Closing date 16 October 2006

The Honors College at Texas Tech University seeks a broadly-trained Ph.D. Americanist with emphasis on U.S. politics and ethnicity. Responsibilities may include teaching American studies, ethnic studies, politics, and public policy. The successful applicant will participate in the Honors Arts and Letters degree program. This program is intended to provide students with a broadly-based humanities-oriented education that integrates material from U.S. and Western history, U.S. government, literature, the arts, architecture, social sciences and sciences. For additional information on the HAL major, please see the Honors College website at www.honr.ttu.edu/deqrees.html.

Applicants should have previous teaching experience and be prepared to provide evidence of teaching excellence. A record of published/exhibited work is also helpful. Salary is competitive. Texas Tech University is a Carnegie Foundation Doctoral Extensive research university, and faculty members are evaluated in terms of contributions to teaching, research and service. The primary focus of the Honors College is on undergraduate teaching; accordingly, somewhat more emphasis is placed on the teaching and service activities.

Please direct any questions or requests for additional information to: Gary S. Elbow, Associate Dean  
Honors College  
Texas Tech University  
Lubbock, Texas 79409-1017  
Phone: (806) 742-1828  
E-mail: gary.elbow@ttu.edu
Professor **Stephanie Kane**, Criminal Justice, has been awarded a Fulbright Hays fellowship for the 2006-2007 academic year. She will undertake an ethnographic study of the use and management of fresh and marine water resources in four South Atlantic port cities in Brazil and Argentina. By studying the material and symbolic dimensions of water security across local, regional, and transnational scales, the project aims to reveal opportunities for enhancing public health and ecological sustainability in the global transport niches upon which world trade relies.

Professor **John Louis Lucaites** (Communication and Culture) is publishing *No Caption Needed: Iconic Photographs, Public Culture, and Liberal Democracy* (University of Chicago Press, 2007, with Robert Hariman, Northwestern University). Lucaites and Hariman have also received the Paul Boase Prize for their work on visual rhetoric.

Professor **Jonathan Elmer** (English) has two articles forthcoming: “Torture and Hyberpole,” in *Law, Culture, and the Humanities*, and “Melancholy, Race, and Sovereign Exemption in Early American Fiction,” forthcoming from NOVEL.

This past year, Professor **Mary L. Gray** (Communication and Culture) worked with community volunteers to produce the 3rd annual Pride Film Festival bringing an international selection of independent queer films to Bloomington.

Student interns worked with Mary during fall semester to put on the January event that played to an audience of more than 2,000 people. Mary developed the student internship opportunity into a stand-alone service-learning course for CMCL—the first one established in COAS—to be taught in Fall 2006. Mary also introduced three new courses—an introductory undergraduate class with an honor’s section on queer representations in U.S. cinema, and advanced undergraduate course on the representation of political dissent in the media, and a graduate seminar that drew CMCL, telecommunications, and social informatics students together to study ethnographic approaches to new media research. Mary was awarded IU’s Campus Writing Program Summer Writing Teaching Grant to expand the introductory “Gender, Sexuality, and the Media” class into a large enrollment service course. IU also awarded Mary one of its two campus nominations for the National Endowment for the Humanities’ Summer Faculty Fellowship. This summer, Mary used an Office of the Vice Provost for Research Fellowship to work towards completion of her manuscript entitled, *Out in the Country: Youth, Media, and the Queering of Identity*. Her articles on facebook.com and rural queer youth uses of Wal-Mart will be published this coming year.

Professor **Jesse Goodman** (Education) has recently published *School Reform: Working within a Progressive Tradition During Conservative Times* (SUNY Press). Details may be found at www.sunypress.edu/details.asp?id=61292
For quite a few years, Nancy May-Scott has administered the American Studies program practically single-handedly. Addressing the bureaucratic aspects of admittance, enrollment, scheduling and hospitality, Nancy helps to make semesters more academically smooth and socially enjoyable for both faculty and students. She is certainly happy to do all of these things, but has also, always (humbly...quietly...) desired a bit of assistance in juggling so many administrative details. With the recent proposition of an undergraduate major to the Program’s curricula, that desire became an absolute need. Whether wish or requirement, it has been fulfilled.

On 1 July, Paula Cotner began her tenure as Secretary to the Director and Undergraduate Secretary of the American Studies Program. She will administer all aspects of the proposed undergraduate degree: promoting the major across the University and recruiting students to it and helping enrolled students understand and fulfill the core undergraduate degree requirements. As the Program’s primary information provider, Paula will also serve as webmaster (updating and maintaining the AMST web site) and as events coordinator for conferences, lectures and faculty/student gatherings.

Paula may be new to the American Studies Program, but she is certainly not a stranger to Indiana University, having held administrative positions over the past twelve years. She brings a vast array of clerical and management experiences to the Program, an unwavering sense of dedication to the success of students and, equally important, a refreshing sense of humor. Paula is happy to entertain questions from students and faculty about the proposed undergraduate major in American Studies, at its new email address: amstug@indiana.edu
Heat at the Undergraduate Expo

Each year, during the first week of the semester, the College of Arts and Sciences hosts an exposition to introduce students to the various majors it offers. Held in Alumni Hall, the occasion draws hundreds of undergraduates eager to find a field of study.

American Studies has always sent representatives (usually the Program Director and the Administrative Assistant) to the exposition to make students aware of the Program’s varied course listings. But with the newly-proposed undergraduate major, the presence of American Studies at this year’s event took on a new level of importance.

Recognizing this, the Program staff designed a complete public relations package around the slogan “American Studies is on Fire.” Armed with a full-color flaming banner, logoed coffee mugs, and Atomic Fireball candy, they assumed the roles of carnival barkers in the crowded hall, to draw attention to the Program’s offerings. Their efforts garnered rave reviews from COAS administration and expo attendees.

Many students who visited the display were curious about the field itself, asking the oft-heard question “What is American Studies?” Others knew of American Studies, but were surprised to find that it existed at IU, and were pleased to learn just how well the interdisciplinary AMST curriculum would fit with their current interests. It is these students, searching for a major or looking to trade in their present one, who will populate the proposed undergraduate major and continue to ensure the hotness of American Studies.

Algerian Academics Visit

Since the early 1990s, the nation of Algeria has been plagued by domestic upheaval, which has drawn its attention away from international affairs. To remedy
what they see as a burgeoning cultural isolationism, a group of Algerian academics have been visiting various universities, historic sites and cultural centers in the United States, seeking exposure to “accurate images and information about American politics and culture.”

The group stopped at IU Bloomington last month to learn how we “do” American Studies. They met with administrators and faculty (including AMST Director Matthew Guterl), and attended Associate Instructor Ben Aldred’s A202 course (Bugs Bunny: American Folk Icon), to review teaching methods and curricula and to comprehend the historiographical and philosophical complexities of the field.

The visitors seemed encouraged by their brief visit here, and will, no doubt, return to Algeria with a set of plans for their own institutions, as well as the understanding that “American Studies” is so much more than “the study of America”.

(Continued from page 1)

Representing Segregation
Deadline for inquiries 15 December 2006
Deadline for completed papers 1 May 2007

Is there an identifiable literary tradition responding to, representing, or protesting U.S. racial segregation? Examination of individual works, authors, genres, or movements welcome for a special issue of African American Review slated for release in early 2008. Inquiries first to: Brian Norman (normbria@isu.edu) and Piper Kendrix Williams (williamp@tcnj.edu). For more information, including a link to the special issue, visit http://aar.slu.edu/.

Perspectives in Vernacular Architecture
The Journal of the Vernacular Architecture Forum

Vernacular architecture shapes everyday life. Comprised of those buildings generated in a particular place, by a particular community, or for a particular function, vernacular architecture comports behavior, constructs identity, orchestrates ritual, and mediates social politics. Dedicated to the study of ordinary architecture, Perspectives in Vernacular Architecture, the scholarly refereed journal of the Vernacular Architecture Forum, invites submissions of articles that explore the ways the built environment constructs the everyday. The editors encourage the submission of articles employing cross-disciplinary methodologies and engaging topics within and beyond North America. We are particularly interested in articles that incorporate field work as a component of the research. Two hard copies of the manuscript and photocopied reproductions of the illustrations should be sent directly to each of the two editors. Please feel free to direct any inquiries to:
Howard Davis
Associate Professor of Architecture
110 Gerlinger Hall
1246 University of Oregon
Eugene, OR 97403
hdavis@aaa.uoregon.edu

The Journal of Men, Masculinities and Spirituality (JMMS) is a new online, scholarly, peer-reviewed, interdisciplinary journal. JMMS seeks to be as inclusive as possible in its area of enquiry. Papers address the full spectrum of masculinities and sexualities, particularly those which are seldom heard. Similarly, JMMS addresses not only monotheistic religions and spiritualities but also Eastern, indigenous, new religious movements and other spiritualities which resist categorization. For more information, visit www.jmmsweb.org or email Joseph Gelfer (Managing Editor) at joseph@gelfer.net.
The Bard Graduate Center announces a post-doctoral fellowship for the academic year 2007-2008. The BGC is a graduate institute affiliated with Bard College committed to the encyclopedic study of things in their historical context, drawing on methodologies and approaches from art and design history, economic and cultural history, philosophy and anthropology. Successful candidates, from any rank and any of these disciplines, will be expected to contribute to the intellectual life of the institute by doing their own research, participating in seminars and presenting their own work. The position comes with a stipend of $35,000 and free housing in midtown Manhattan. Applications should include a cover letter, proposal and names of three references, and should be sent to: Chair Fellowship Search Committee Bard Graduate Center 18 W. 86th Street New York NY 10024.

The Schomburg Center Residency Program Application Deadline 1 December 2006

The Schomburg Center residency program assists scholars and professionals whose research on the black experience can benefit from extended access to the Center's resources. Fellowships funded by the Center will allow recipients to spend six months or a year in residence with access to resources at the Schomburg Center and other research units of The New York Public Library. Fellowships are awarded for continuous periods of six or twelve months at the Schomburg Center with maximum stipends of $25,000 for six months and $50,000 for twelve months. A complete application must include 10 copies of the application form; a 1500 word description of the proposed study; curriculum vitae; three reference letters should be mailed directly to the Scholars-in-Residence Program. Visit www.nypl.org/research/sc/scholars/index.html for more information and to download an application.

Winterthur Museum and Country Estate Research Fellowship Program Application Deadline 15 January 2007

The Winterthur Museum and Country Estate announces its Research Fellowship Program for 2007-2008, consisting of short and long-term fellowships open to academic, independent, and museum scholars, to support advanced study of American art, culture, and history. Fellowships include NEH, McNeil Dissertation, and short-term fellowships. Fellows have full access to library collections of more than 87,000 volumes and one-half million manuscripts and images, searchable online at www.winterthur.org/research/library_resources.asp Fellows may conduct object-based research in museum collection of 85,000 artifacts and artworks made or used in America to 1860. For more details and to apply visit www.winterthur.org/research/fellowship.asp

Quinn-Archives Fellowship Program

With the generous support of the Doris Quinn Foundation, the New Netherland Institute at the New York State Library and the New York State Archives have joined forces to offer a fellowship to facilitate research on New Netherland and on the Dutch Colonial Atlantic World. The holder of this fellowship will spend up to a year in Albany, New York, working in the rich collections of the New Netherland Institute and the New York State Archives. (Note: This program is separate from the fellowship listed on the New Netherland Institutes website. The Quinn-Archives Fellowship Program has different guidelines and deadlines and is not in addition to the Quinn program listed on the New Netherland Institutes website.) For further information and applications, send an email message to hackmanres@mail.nysed.gov or visit www.nysarchivestrust.org.

American Antiquarian Society Academic Research Fellowships

The American Antiquarian Society offers long-term visiting academic research fellowships tenable for four to twelve months each year. All awards are for a period of residence to use the AAS library's resources for research and writing. The following long-term awards are intended for scholars beyond the doctorate. The American Antiquarian Society offers short-term visiting academic research fellowships tenable for one to three months each year. AAS also offers short-term fellowships, intended for scholars beyond the doctorate. Short-term fellowships are also available for scholars holding the Ph.D. and for doctoral candidates engaged in dissertation research. Visit www.americanantiquarian.org/fellowships.htm for more information.
Tenure-Track Position  
Race and Ethnic Studies  
University of Redlands  
Review of applications begins on 17 November 2006

The College of Arts and Sciences at the University of Redlands invites applications for a full-time, tenure-track position (open rank) in the Race and Ethnic Studies Program (REST). We seek applicants whose areas of specialization include: the comparative study of race and racialization in national and transnational contexts; interdisciplinary research methods; connections between comparative and interdisciplinary study and practices for social change; and the study of intersections between race and forms of stratification, such as gender, class, and sexuality. Responsibilities include: teaching upper and lower division REST courses; contributing to programs across the College (e.g. teaching courses that meet General Education requirements, courses in the Johnston Center for Integrated Studies, and offering community-service learning opportunities); advising majors and minors in REST; and engaging in an active research program. Full-time teaching load is 6 courses per year. Applicants should have a Ph.D. or terminal degree in hand by the time of appointment (Fall 2007).

The university is also developing a strong urban studies faculty located in multiple departments. It is hoped that the successful candidate will complement research in both the American Studies Department and among the larger urban studies faculty. Comparative approaches are welcome.

Send a letter of application, curriculum vitae, statement of teaching philosophy, sample course syllabi, sample of professional writing, and three letters of recommendation to:

Keith Osajima, Director of Race and Ethnic Studies  
1200 East Colton Avenue  
Redlands, CA 92373

Distinguished Fellowship in American Studies  
Princeton University  
Review of applications begins on 15 November 2006

The Princeton Program in American Studies, founded in 1943, sponsors teaching, research, and public discussion about the history, literature, art, and culture of the United States, in ways that span the traditional disciplines. The Anschutz Distinguished Fellowship, created through an endowment by the Anschutz family, will be awarded in the academic year 2007-08 to a writer, critic, journalist, musician, artist, or other contributor to the arts, letters, public service, or commerce. The fellowship holder need not be an academic scholar. The Anschutz Fellow is expected to teach one interdisciplinary undergraduate seminar course for the American Studies Program either in the fall or the spring semester. The seminar will be composed of no more than 15 students, and it will meet for three hours weekly over a 12 week teaching semester. The Fellow will also deliver one public lecture to the University. The Fellow will enjoy full access to Firestone Library and to a wide range of activities throughout the University. A computer-equipped office on campus will be provided for the semester.

A Fellow who elects to reside on campus will receive a salary of $50,000, plus benefits. A Fellow who elects to commute from elsewhere will receive $32,000, plus benefits.

Applicants should submit a curriculum vitae and a statement of approximately 1,000 words describing their proposed seminar and public lecture to:

Hendrik Hartog, Director, Program in American Studies  
42 McCosh Hall  
Princeton University  
Princeton, New Jersey 08544  
Alternatively, cv and statement may be submitted as email attachments to jferszt@princeton.edu.

For additional information, please visit: http://web.princeton.edu/sites/amstudies/ or call (609) 258-4710.
Professor Ted Striphaz (Communication and Culture) announces the release of the complete contents of *Cultural Studies* 20(2/3), a special issue he and Kembrew McLeod (University of Iowa) co-edited on the politics of intellectual properties. By special agreement with the publisher, the issue can be downloaded free of charge from their websites:

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


In September Professor Colin Johnson was appointed Director of Undergraduate Studies in the Department of Gender Studies. Later that month he delivered a talk entitled “The Presumption of Feminism” at the graduate student organized Feminist Pedagogy and Historical Instruction conference here at IUB. In October, he was an invited lecturer at the “Subaltern Citizens and the Their Histories” conference sponsored by Emory University’s Institute for Comparative International Studies. His lecture will be included in a forthcoming volume by the same name, the newest addition to the well known Subaltern Studies Reader series.

During the 2006-2007 academic year, Professor Richard B. Miller (Religious Studies) will lead a new interdisciplinary faculty seminar at the Poynter Center, titled “Memory, Ethics, Aesthetics, Politics.” He has recently published “On Medicine, Culture, and Children’s Basic Interests: A Reply to Three Critics,” in the *Journal of Religious Ethics* [34 (March 2006): 177-89] and “Intelligent Design, Science Education and Public Reason” (through a Poynter Center collaboration with Robert H. Crouch and Lisa H. Sideris), available at poynter.indiana.edu/science.shtml. He presented “Beyond Madness and Self-Deception after 9/11: Memory, Witness, Lamentation” at St. Olaf College in March and “Theological and Ethical Reasons for Respecting ‘Public Reason’ in Teaching Religion” at Ball State University in April. This month, he will present “Our Duties and Debts to Children” at the McDowell Conference on Philosophy and Social Policy at American University and “On the Ethics of Memory and Grief” at Notre Dame University.

He has also received a New Frontiers Grant from the Office of the Vice Provost of Research to sponsor four half-day seminars on “Privacy Public: Ethics, Privacy, and the Technology of Public Surveillance” during the 2006-2007 academic year.

Amy Rubens (English) recently received a College of Arts & Sciences Fall 2006 Travel Award. The funds will cover her traveling expenses to the Midwest Modern Language Association where she will present “Phantoms and Snakebites: Excavating Syphilis in *Home to Harlem* and Democratic Vistas” on the American Literature II panel. This paper examines the assumed connection between syphilis and urban environments in the American imaginary and what this relationship reveals about the conception of American sexuality and sociability at the turn of the century.

Professor Audrey T. McCluskey (African American & African Diaspora Studies) presented a paper titled, “Was it Something He Said?: Censorship and the Richard Pryor Television Show, 1977,” at the annual meeting of the Association for the Study of African American Life and History (ASALH), last month in Atlanta.

Moses Kelly, III (Education) will present “NCLB: A Problem not a Solution for Multicultural Achievement” at the Closing the Achievement Gap Through Partnerships Conference, hosted by the School of Education of the University of Florida (St. Petersburg).
A core tenet of American Studies as an intellectual field and academic discipline is its willingness to be candidly introspective. Some scholars see this as a source of strength, making the field flexible and responsive to the evolving world around it; other critics see it as a weakness, making the field fickle and lacking in rigorous scholarly traditions.

This debate has spurred the creation of an American Studies Association committee to give ongoing consideration to how the parameters of the argument might affect public and professional recognition of an American Studies graduate degree. The solicited responses to this query from chairs of doctoral training programs, students and public practitioners were organized into a report that appeared in this month’s ASA Newsletter. I thought its conclusions important enough to be paraphrased here.

The respondents, first, agreed that what characterizes the essential components of a graduate degree in American Studies have changed, and continue to change, over time. The core skills range from training in the classic literature and canonical methods of the field to familiarity with keywords like “multiculturalism” and “internationalism” to a “sensitive delimiting of the historical disposition of this nation at home and abroad”. It seems clear from these comments that the process of credentialing in American Studies is a dialectical process that involves building up knowledge, tearing it down and reconstructing it yet again. The question remains, however, whether fluidity has a negative or positive affect on the value of the degree.

This question was addressed by individuals who provided the committee with examples of the application of their American Studies degrees in both academic and public arenas. They suggested that this fluidity has been interpreted by their potential employers as facility with the methods and approaches of many different disciplines—including art, popular culture, historic preservation, history, literature, social sciences and humanities—and the ability to shape seemingly mundane topics into meaningful cultural analyses with scholarly importance.

While these participants on the ASA special committee might have raised more questions about the value of an American Studies degree than they answered, there is, nevertheless, some reassurance that those of us currently on the job market might take away from their efforts: “There is,” they conclude, “a good fit between educational training in American Studies and the world at large.”
The approval of the proposal for a Bachelor’s Degree in American Studies has paved the way for an entirely new set of undergraduate AMST course offerings. One of these is A350 (“Topics in Interdisciplinary American Studies”), designed, broadly, as an upper level application of interdisciplinary methods to a variable topic. New faculty member Kathryn Lofton teaches the course this semester, under the topic of Finding Indiana. Next semester, the course will be offered by a visiting professor, the first of a series of visiting instructors the Program plans to invite.

Dr. Christine Skwiot, Assistant Professor of History at Georgia State University, will teach The United States and the Pacific. Her course explores the historic relationships between the U.S., Pacific Islands, and Oceania through art, dance, film, literature, music, popular culture, and travelogues.

Whereas Euro-Americans have tended to view the vast Pacific as a largely empty space dotted with tiny islands, Oceanians have lived in a more intimate and interconnected “sea of islands.” Early U.S. explorers, seafarers, and whalers indeed relied on the skills of Islanders to navigate, sail, and come to “know” the Pacific. Participants in the course will examine this voyaging and the settlement of Oceania, the cosmologies, societies, and interactions among diverse Pacific peoples centuries before anyone ever imagined a United States. Through historical descriptions of ancient and modern voyaging, government documents, film, and two novels (Herman Melville’s Typee and Milton Murayama’s Plantation Boy) they’ll travel to Guam, Hawai’i, Micronesian and Marshallese Islands, Samoa, and Tonga.

Studying Hawai’i brought Skwiot to the study of Oceanian and Pacific history, and in teaching a variety of academic courses on imperialism, she was struck by how many students ended up studying Hawai’i as their final project. “It really seems to blow students away to learn that the ‘Aloha State’ of so many tourists, surfing and musical fantasies has a long, deep, rich history before Euro-Americans arrived on the scene and that Native Hawaiians have been engaged in a struggle to keep or restore their independent nationhood for more than a century and a half. Few people know about how much the U.S. has changed Oceania and the Pacific—and vice versa”

Skwiot’s interests (and her course) will make a significant contribution to the IU American Studies Program; in turn, she is “excited to be joining one of the most innovative Programs in the nation” and is anxious to explore what hemispheric studies of the Americas can contribute to her own study of the Atlantic and Pacific oceans and islands.
The American Studies Association is proud to announce it is accepting nominations for the Bode-Pearson Prize for Outstanding Contributions to American Studies. The Bode-Pearson Prize, established in 1975, is one of the oldest and most prestigious awards in American Studies. The prize is awarded periodically at the annual meeting of the American Studies Association and includes lifetime membership in the ASA for the recipient. The Prize is awarded to an individual for a lifetime of achievement and service within the field of American Studies.

To nominate a candidate for the award, submit a letter and supporting materials detailing the rationale for putting forward the candidate's name. One set of nominating materials must be sent to each of the following committee members:

Chair: Gordon Hutner
Department of English, University of Illinois
608 S. Wright St.
Urbana, IL 61801

James A. Miller
Department of English
The George Washington University
Rome Hall, Room 761
801 22nd Street NW
Washington, DC 20072

Elaine Tyler May
Department of American Studies
104 Scott Hall 72 Pleasant Street, SE
Minneapolis, MN 55455-0225

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. The period of eligibility for the Gabriel Prize will include dissertations completed between 1 July 2006 and 30 June 2007. Each graduate American Studies, American Ethnic Studies, or American Women's Studies program may nominate two dissertations that will 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 Philadelphia, 11-14 October 2007.

Ralph Henry Gabriel Dissertation Prize
Submission deadline 20 May 2007

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. A separate letter listing each entry should also be sent to the members of the 2007 committee so they can verify the arrival of all nominating materials.

Chair: Stanley L. Corkin
Department of English and Comparative Literature
University of Cincinnati
356 Thrall St
Cincinnati, OH 45220

Carol Henderson Belton
Department of English
University of Delaware
170 The Grn Rm 212
Newark, Delaware 19716-2595

Joanna Brooks
Department of English and Comparative Literature
San Diego State University
5500 Campanile Drive
San Diego CA 92182

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.
At the Intersection of Race and Religion
Submission deadline 15 January 2007
We are accepting proposals for an edited volume on race and religion in American politics, and invite scholars interested in the intersectionality and mutual constitution of religious and racial thinking, institutions and politics to submit proposals for chapters of up to 1000 words in length. Proposals, requests for the full Call for Papers, or other inquiries may be emailed to: nwadswor@du.edu or rjacobso@bucknell.edu.

Henry James Review
Submission deadline 1 March 2007
Submissions are invited for a Fall 2007 forum on Jamesian Forms. Contributions may address any aspect of the topic, such as: Book History; Genre; Narrative; Style. Contributions should be submitted in duplicate and produced according to MLA style. Enclose return postage with your manuscript. Send one-page proposals or short (10-12 page) essays to: Susan M. Griffin, Editor Henry James Review Department of English University of Louisville Louisville, KY 40292 More information is available at http://www.press.jhu.edu/journals/henry_james_review/calls.html

Representing Segregation
Submission deadline 1 May 2007
Is there an identifiable literary tradition responding to, representing, or protesting U.S. racial segregation? Examination of individual works, authors, genres, or movements are welcome for a special issue of African American Review slated for early 2008. More information, including a link to the special issue website, is available at http://aar.siu.edu/

Funding Options
Pre- and Post-doctoral Fellowships
Lemelson Center
National Museum of American History
Application deadline 15 January 2007
The National Museum of American History supports projects that present creative approaches to the study of invention and innovation in American society. The Center offers fellowships to scholars and professionals who are pre- or postdoctoral candidates or who have completed advanced professional training. Fellowships are awarded for a maximum of ten weeks and carry a prorated stipend. Application materials are available on the web at http://invention smithsonian.org/fellowships.

Research Fellowships
The Mary Baker Eddy Library
Postmark deadline 9 February 2007
Applications are now available for Summer 2007 Research Fellowships at The Mary Baker Eddy Library in Boston. Open to university faculty, postdoctoral and independent scholars, and graduate students. Areas of research may include women’s history, spirituality and health, religious studies, nineteenth-century history, and journalism. Stipend provided. For further information regarding Library collections and Fellowship program, including the fellowship application and instructions, please visit our website http://www.marybakereddylibrary.org

One-year Fellowships
Princeton University
Center for the Study of Religion
Application deadline 5 January 2007
The Center for the Study of Religion announces a small number of one-year fellowships for pre-tenure scholars and recent Ph.D. graduates. Fellowships are in the areas of Christian Thought and Practice (focusing on the historical and contemporary religious life of North American Christians, congregations, or clergy) and Public Theology (contemporary issues bridging theology and the social sciences; requires some training in theology or equivalent). Fellows will conduct their own research, attend a weekly interdisciplinary workshop, and participate in Center events. Applicants may be in any relevant field. For requirements, visit http://www.princeton.edu/~csreilig/opportunities/postdoc_ops.html.
“American Values, American Practices”
Organization of American Historians
Annual Meeting
Minneapolis, Minnesota
29 March—April 1 2007
In addition to commemorating the centenary of the organization, the meeting is dedicated to the theme of “American Values.” The United States has from its beginnings justified its existence and its role in the world in terms of universal values, but has at the same time laid claim to a particular set of American values. These values, however, have been contested: different social groups have offered different versions, they have changed over time, and they have been used to justify exclusion from as well as inclusion in civic life for those living within American boundaries. Many values presented as national derive from, or lay claim to, sets of values that transcend American boundaries. To deepen the puzzle further, it is often unclear how these values—universal or national—actually shape national or private practice or behavior.

Historical Formalism: Aesthetics and American Literary History
Huntington Library and Gardens
San Marino, California
18-19 May 2007
Addressing the renewed interest in aesthetics, this conference seeks to consider the ways that cultural and historical methodologies have encouraged us to rethink the very nature of literary genre, form, and aesthetics; to investigate how a return to aesthetics might reshape not just literary studies but broader studies of American culture and history; and to identify the problems as well as the potentials of a new type of historical formalism for the study of American literature and culture. For more information, contact Susi Krasnoo at skrasnoo@huntington.org

“Saving Places 2007: Planning, Growth and Preservation”
10th Annual Historic Preservation Conference
Denver, Colorado
7 February 2007
Colorado Preservation Incorporated’s 10th annual historic preservation conference will take place in February at the historic 1770 Sherman Street Event Complex in downtown Denver. The program features 180 national and regional preservation experts profiling current trends, technologies, programs, and projects that address not just buildings, but landscapes, communities, archaeological resources, and financial and management tools. Registration information is available at www.coloradopreservation.org
Professor Stephanie Kane (Criminal Justice) sends greetings from the port city of Salvador, Bahia, where she is doing research on water management.

She also writes to share that “A Feminist Perspective on Bioterror: From Anthrax to the Critical Art Ensemble” (co-authored with Pauline Greenhill of the University of Winnipeg and greatly influenced by Joan Hawkins’ work on the Critical Art Ensemble) has been accepted for publication in *Signs: Journal of Women in Culture and Society* (special issue on “War and Terror: Race-Gendered Logics and Effects”).
A Semester of Opportunities

The Indiana University American Studies Program has a reputation of offering a wide variety of courses that engage current debates about the content and form of the field and put its methods to use on unique subjects. The spring semester schedule is no exception to this tradition, as graduate students will have the opportunity to study topics ranging from intellectual rhetoric to “everyday life.” [Several of these courses still have seats open; see Nancy May-Scott in the AMST office (BH 520) for course details and enrollment information.]

Undergraduates will likewise have access to the usual attractive list of Associate Instructor-taught electives, but will also be able to begin work toward an undergraduate degree in American Studies. The B.A. proposal was recently, finally approved, and has paved the way for the offering of the gateway course (A100) and an upper level topics course (A350) [profiled on page 1 of this newsletter]. Please help us to advertise these courses and the new undergraduate degree to your advisees and students.

Undergraduate Courses
A100 Democracy in the Americas 2:30-3:45 M/W Lofton
A200 Comparative American Identities (A&H) 4:00-5:15 M/W Maxwell
A201 From Diaries to Graffiti (A&H) 9:30-10:45 T/R McConnell
A201 Crisis and American Democracy (A&H) 1:00-2:15 M/W Higgins
A202 Home/Made (A&H) 9:30-10:45 M/W Lindquist
A202 Bugs Bunny (A&H) 1:00-2:15 T/R Aldred
A350 The United States and the Pacific (A&H) 2:30-3:45 T/R Skwiot

Graduate Courses
G604 Perspectives in American Studies 1:00-3:30 T Cohn
G620/HIST H650 Black Women in American History 3:30-5:30 T Myers
G620/EDUC J664 Western Intellectual History 4:00-6:45 R Goodman
G620/CMCL C505 Productive Criticism of Political Rhetoric 3:00-5:30 M Ivie
G620/CMCL C615 Problem of Protest in America 9:30-12:00 T Terrill
G620/CMCL C617 Rhetoric and Visual Culture 2:30-5:00 W Lucaites
G620/ANTH E320 Indians of North America 4:00-5:15 T/R DeMallie
G620/ANTH E600 Anthropology of Human Rights 2:30-3:45 M/W Sterling
G620/FINA A548 History of American Architecture 11:15-12:30 M/W Burns
G620/REL R532 Studies of Religion 11:15-12:30 M/W Lofton
G751/AAAD A694 Race and Josephine Baker 2:30-5:00 R Guterl
G751/FOLK F609 Perspectives in African American Music 4:00-6:30 M Maultsby
G751/CMCL 793/CULS C701 Fans and Fan Culture 11:15-1:45 W Klinger
Film Screening 7:00—10:30 T
G751/CMCL C793/CULS C701 Culture and Everyday Life 9:30-12:00 R Strphas
G751/HIST H750 The Senses in History 4:00-6:00 M Linenthal
The process of adding faculty to a department is never easy. Not only does it require the dedication of university funds and space, it also takes time—spent by the search committee in reviewing applications and interviewing applicants, and by other departmental faculty and students in meeting with candidates and listening to their research talks and sample lessons. When done carefully and thoughtfully, the task is always worth the effort, resulting in the hiring of sophisticated scholars and generous teachers. Anyone who has read the American Studies newsletter over the past several issues knows that the Program’s faculty and graduate students have been enthusiastically taking on those multiple screening duties, and ultimately adding several new faculty to teach jointly in AMST and other departments. Two more searches have concluded recently, and two more remarkable colleagues have come to Bloomington eager to share their knowledge.

Dr. Micol Seigel will join IU as an Assistant Professor of American Studies and African American/African Diaspora Studies. Trained in American Studies at New York University, she practices what she labels “the transnational method” in her studies of the political, cultural and legal linkages among the Americas.

“My approach differs from the work of comparatists, American Studies scholars and historians of the Americas,” she explains, “in that I am interested in the specific historical connections that stitch even large-scale social categories into intimate interrelation.” While these insights are well known to the field of Diaspora Studies as a whole, they are not always implemented in work on the construction of race. Recognizing this disparity of approach, Seigel has set out to address and rectify it in her forthcoming book, asserting that national racial ideologies must be understood in transnational context.

Duke University Press will publish Trading Race: Racial Construction in the Americas, which argues that cultural exchange between Brazil and the United States after the First World War shaped lived notions of race and nation in both places. The book reveals the ways North Americans and Brazilians negotiated everyday social relations in conversation, “gleaning from the global marbled through their local contexts.” Brazil and the United States were never isolated nation states; on the contrary, U.S. hegemony over Latin America played a key role in the construction of race in the Western hemisphere,
and the history of Portuguese and Spanish colonialism, conquest, and state-building shaped the U.S. racial nation. Her story, then, is not a comparative one, but a transnational one, and she does not limit her examination to the treatment of the black populations in these respective nations.

The subjects through which Seigel tells this transnational story and the sources she utilizes to reveal how these discourses have been constructed and contested across the hemisphere are widely varied. In addition to the “official story” of state policy and law, she uncovers the “hidden transcript” of racial identities, the unofficial story of everyday discourses of race and nation by looking at popular sources such as travel and adventure literature, the popular press, black publications and exchange between African American and Afro-Brazilian intellectuals, “visual culture” and the problem of race and Modernism in the 1920s, and music and dance. Whether vaudeville performers, jazz musicians, politicians or black press journalists, all of Seigel’s subjects “were alert to the transnational aspects of their day-to-day lives, carefully positioning themselves in a complex, transnational, interrelation” that saw to the constant construction and destruction of categories such as “nation” and “race”.

The project of making and re-making identity is also central to the work of Dr. Susan Lepselter, who will join IU as an Assistant Professor of American Studies and Communication and Culture.

Communication and Culture.

She is trained as an ethnographer (at the University of Texas at Austin), focusing on oral and literary narrative, and has also spent some of her life as a professional fiction writer. The combination of these skills gives her the uncommon ability to think about storytelling: the social worlds of storytellers, their narrative tropes, and how their stories might be heard in the worlds beyond the ones in which they tell them. Most of Lepselter’s research on stories has focused on historical and contemporary captivity narratives, from colonial native American kidnap stories to testimonies of UFO encounters. “All of these narratives,” she explains, “dwell on the uncertain limits between fantasy, history, memory and culture. And both of these subgenres of captivity narrative give rise to fantastic experiences from haunting to prophesy, events that are immanently bound up with the anxious makings and unravelings of racial, cultural and geographic boundaries. It is in this context that my research explores evolving discourses of the body, the country, and the earth, metaphorically linked through their vulnerability to invasion.” Such a thesis gives an interdisciplinary and original perspective on popular theories of borders and boundaries in America (an extended and glorified ‘frontier’ story), one which will enrich the already dynamic American Studies conversation at Indiana University.
Assistant Professorship in American Studies and Ethnic Studies
Penn State Harrisburg (Pennsylvania)
Application postmark deadline 15 March 2007
One of the largest American Studies programs in North America, the program in American Studies at Penn State Harrisburg offers undergraduate and graduate degrees in American Studies, and seeks candidates who have specializations in race, ethnicity, and gender. Teaching assignments may include graduate seminars in Race and Ethnicity, Gender and Culture, and American Studies Theory and Methods, and undergraduate courses in Ethnic America, African-American Experience, Women in American Society, and Introduction to American Studies. Candidates should have collegiate teaching experience, a promising research and publication agenda in American Studies, and a commitment to university service and outreach. Ph.D. in American Studies required; degree must be in hand by the application deadline. To be considered, send a cover letter explaining experience and match with this description, contact information for three references, evidence of teaching effectiveness (e.g., syllabi, course evaluations, peer observations), and CV to:

American Studies Search Committee
PO Box ASA
c/o Mrs. Dorothy Guy
Penn State Harrisburg
777 West Harrisburg Pike
Middletown, PA 17057-4898

Assistant Professorship of Leadership and American Studies
Christopher Hitchens University
Newport News, Virginia
Review of applications begins 1 March 2007
The Christopher Newport University Department of Leadership and American Studies invites applications for a tenure-track position as Assistant Professor of Leadership Studies beginning August 2007. We seek a candidate who is equally committed to teaching from that perspective and who has a strong interest in an on-going program of leadership research and scholarship in the context of liberal learning. The successful candidate must be well prepared to teach the foundations of leadership and teach in at least one other area, such as cross-cultural leadership, ethical and values-based leadership, and historical perspectives on leadership, as well as develop and teach courses for the first-year seminar and liberal learning core. The successful candidate must be able to guide and assist undergraduate students in research projects related to leadership. The minimum qualifications for the position include an earned doctorate prior to August 10, 2007, in leadership or a closely related field. To apply, please send a letter of interest, current curriculum vita, copies of graduate transcripts, statement of teaching philosophy, and three letters of recommendation to:

Ms. Michelle Moody, Esq.
Director of Equal Opportunity and Faculty Recruitment
Leadership Studies Faculty Search
Search #8335
Christopher Newport University
1 University Place
Newport News, VA 23606-2998

Dean's Fellowship in the History of Home Economics and Human Nutrition
Cornell University
Application deadline 1 March 2007
The College of Human Ecology, Cornell University, is seeking applications for the 2007 Dean's Fellowship in the History of Home Economics and Human Nutrition. Preference will be given to scholars in more advanced stages of a research project but Ph.D. candidates are encouraged to apply. One award of $6,000 is available for a summer or sabbatical residency of six continuous weeks to utilize the resources available from the College and the Cornell Library System in pursuit of scholarly research into the history of home economics and its impact on American society. For more details, visit www.human.cornell.edu/che/Fellowship/index.cfm

United States Capitol Historical Society Fellowship
Application deadline 15 March 2007
This fellowship is designed to support research and publication on the history of the art and architecture of the United States Capitol and related buildings. Graduate students and scholars may apply for periods ranging from one month to one year; the stipend is $2000 per month. For further information contact visit the United States Capitol Historical Society at www.uschs.org

Virginia Foundation for the Humanities supports scholarly work on the humanities in the public interest. The VFH Fellowship Program offers time, space, and resources to scholars who bring the humanities to visibility—drawing on history, philosophy, ethics, cultural studies, and literary criticism to enhance understanding of critical issues. Proposals are welcomed on subjects of public interest in any field of the humanities. Particularly encouraged are projects on the South Atlantic U.S., Folk Culture, African-American Studies, Virginia History and Culture, and Violence and Survival. For more information on Fellowships, please visit www.virginiafoundation.org.
American Values, American Practices
The one-hundredth annual meeting of the Organization of American Historians
Minneapolis, Minnesota
29 March—1 April 2007
In addition to commemorating the centenary of the organization, the meeting is dedicated to the theme of “American Values.” The United States has from its beginnings justified its existence and its role in the world in terms of universal values, but has at the same time laid claim to a particular set of American values. These values, however, have been contested: different social groups have offered different versions, they have changed over time, and they have been used to justify exclusion from as well as inclusion in civic life for those living within American boundaries. Many values presented as national derive from, or lay claim to, sets of values that transcend American boundaries. To deepen the puzzle further, it is often unclear how these values—universal or national—actually shape national or private practice or behavior.

The Second Annual Postal History Symposium Transportation Technology and the Mail
American Philatelic Center
Bellefonte, Pennsylvania
21—22 October 2007
Deadline for proposals 1 June 2007
The Postal History Symposium provides a forum in which philatelists, academic scholars, public historians and the public discuss and present research integrating philately and postal history in the broader context of American history. Proposals for symposium papers may be submitted either as individual papers or in panels. Papers outside the transportation theme will be considered. Posters should emphasize using visual elements to tell a story, and will be displayed throughout the conference. One-page proposals for papers and posters should be accompanied by a one-page curriculum vita with contact information (e-mail, phone, and address). For possible themes and technical specifications, please visit www.stamps.org/news/P1525.htm

We are seeking contributors for a work entitled The Long Civil Rights Movement, 1945-1980, in the Conflicts in American History series. The work is under contract with Bruccoli Clark Layman/Manly, Inc, and contributors will receive $250 for essay chapters that will consist of the following elements: 1. 2000-3000 word background essay introducing the conflict, the people involved, the nature of the conflict and its resolution. 2. A specific chronology of the conflict. 3. 10 historical documents both in facsimile and in reprinted text form, each with an objective head note (150-300 words) that introduces the source. 4. A list of recommended readings with a brief annotation. 5. Two illustrations that correlate to the conflict. Persons who are interested in contributing one or more of the following entries should contact Brian Johnson, bjohnson@claflin.edu, and Zoe Trodd, trodd@fas.harvard.edu (please send brief bio), as soon as possible to sign up. Completed chapters due 1 June 2007.

The Journal of Transatlantic Studies is currently accepting article submissions. Hard copy issues of the journal, which is double-blind peer reviewed, are published three times a year and feature articles by both prominent and emerging international scholars. The Journal of Transatlantic Studies is a multidisciplinary and interdisciplinary journal that publishes papers focusing on the transatlantic region, with an emphasis on literature and the arts. Submissions of no more than 4500 words should be suitable for a broad spectrum of academic and learned readers, whose fields of expertise range from the plastic and performing arts to theoretical economics and sociology. All correspondence and submissions to JTS Special Edition Editor Charles E. Gannon (cgannon@sbu.edu)
AMERICAN STUDIES NEWSMAKERS

Professor Phaedra C. Pezzullo (Communication and Culture), published two books in February 2007. *Toxic Tourism: Rhetorics of Pollution, Travel, and Environmental Justice* (University of Alabama Press) is the first book length study of the use of tours as a mode of anti-toxic advocacy to challenge links made between waste, race, and class in North America. *Environmental Justice and Environmentalism: The Social Justice Challenge to the Environmental Movement* (MIT Press), co-edited with Ronald Sandler, is an interdisciplinary collection of essays examining in conceptual and practical terms the future possibilities for the environmental justice and environmental movements to work together and apart.

Professor Kathryn Lofton (AMST/Religious Studies) arrived in Bloomington this July. In August, her article, “Practicing Oprah; Or, The Prescriptive Compulsion of a Spiritual Capitalism,” appeared in the *Journal of Popular Culture*. This fall, she presented two papers, the first on theories of practice in nineteenth-century American thought and the second on Oprah Winfrey’s confessional motif, at the annual meeting of the American Academy of Religion. At the American Society of Church History in January, she participated in a panel addressing U.S. Protestantism between the world wars. This April, she will be awarded the 2006-2007 LGBT Religious History Award by the LGBT Religious Archives Network for her paper, “Queering Fundamentalism: The Case Against John Balcom Shaw.” This latter paper includes material from her manuscript, *The Modernity in Mr. Shaw: Fundamentalisms and Modernisms in American Culture*, which will be the focus of her fall 2007 leave, granted by the College Arts & Humanities Institute (CAHI).

Ben Aldred (Folklore) has received a Preparing Future Faculty Fellowship for 2007-2008 and will be teaching in the American Studies department at IUPUI.

Professor Deborah Cohn (Spanish and Portuguese) and her family are pleased to welcome the addition of Daniel Jacob Cohn Sauer (born January 9) to the family. She also has recently published several articles:


In April, Lauren Cordes Tate (History of Art) will be presenting a paper at the American Culture Association annual conference in Boston. The paper is entitled “Functions of Liminality: Black bodies and black identity in the American genre paintings of Richard Caton Woodville.” She also has received a Future Faculty Teaching Fellowship for 2007-2008, and will be teaching in the Art History Department at the Herron School of Art and Design in Indianapolis.

In February Professor Colin Johnson (Gender Studies) delivered a lecture entitled “The Consolations of Familiarity: Cross-Dressing Sunday School Teachers and the Politics of Community in the Deep South” at the University Chicago. His visit was sponsored by Chicago’s Center for Gender Studies and was part of the “New Voices in Lesbian and Gay Studies” lecture series.

Professor George Hutchinson’s (English) book, *In Search of Nella Larsen: A Biography of the Color Line*, was selected for “Best Nonfiction of 2006” by the *Washington Post*. It was also a BOOKLIST Editors’ Choice for 2006. As a result of his book, a headstone has been placed at the Brooklyn burial place of Nella Larsen, previously unmarked.

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The Indiana University American Studies Program presents:

“Globalizing American Studies”
A two–day conference exploring critically important questions about the implications for American Studies of the turn toward a “the transnational approach”

27-28 April 2007

The keynote speaker will be José Limón, Director of the Center for Mexican-American Studies at the University of Texas at Austin
“Globalizing American Studies: A Critique of the New Consensus”

Other speakers include:

Rachel Adams, Columbia University
Kate Baldwin, Northwestern University
Brian T. Edwards, Northwestern University
Yogita Goyal, UCLA
Vivian Halloran, IU Bloomington
Ruth Hill, University of Virginia
Robert Lee, Brown University
Caroline Levander, Rice University
John Nieto-Phillips, IU Bloomington
Darlene Sadlier, IU Bloomington
Gina Sanchez-Gibau, IUPUI
Christine Skwiot, Georgia State University

MORE DETAILS IN FUTURE NEWSLETTERS
Well into the first decade of the 21st century, social scientists are no longer comfortable seeing the nation-state and society as convergent entities. Instead, “globalization” is the order of the day, with worldwide trade, communications and immigration flowing rather freely between the variously numbered “worlds.” This fluidity has inspired many scholars to look for new ways to think about the connections between “here” and “there,” as evidenced by growing interest in identifying “the transnational.” It should come as no surprise, therefore, that both of the newest jointly-hired faculty in the American Studies Program situate themselves specifically in relation to this concept: Denise Cruz will join the Department of English and the American Studies Program as a scholar of transnational (trans-Pacific) femininities. Kevin O’Neill will join the Department of Religious Studies and the American Studies Program as a scholar of transnational Christian citizenship.

When she began graduate work in English at UCLA and was envisioning a project comparing images of Filipinas in fiction, Denise Cruz was concerned about one particular hurdle: All of the books on her reading list were written by Filipinos—men, not women. Several years’ work later has revealed that “there are plenty of Filipina authors people don’t know about” and there are many kinds of women that appear in Filipino fiction.

Cruz’s dissertation, “Trans-Pacific Femininities: Unmapping the Fictions of Philippine-U.S. Contact” calls attention to these neglected roles of trans-Pacific Filipinas—both as authors and as literary characters—in shaping and contesting Filipino national identi-

ties in the wake of U.S. imperialism in the Philippines and to the importance of studying Filipino (American) writing published in both the U.S. and the Philippines during the first half of the twentieth century.

Simply by uncovering the texts that were “hidden in boxes somewhere, never checked out by anyone before,” Cruz departs from conventional wisdom about the peripherality of Filipinos in literature. But by setting them against a still broader background of Philippine literary traditions, as well as the larger history of colonial encounters in which all of this fiction is enmeshed, she also shows that Filipina and white American femininity is always at stake in this Filipino and Filipino American fiction. This literary tradition, she ultimately concludes, has always been engaged in

(Continued on page 2)
complex negotiations of gender and sexual relations among Filipinos as they made their way across the Pacific through migration, politics, cultural exchange and the disruptions of colonial contact.

Kevin O’Neill, finishing his degree in Anthropology at Stanford University, makes similar conclusions about the transnational articulation of religion as it moves among the Americas. Providing the impetus for his research is the fact that social scientists have lately been engaged in a vital set of discussions on citizenship in the context of democratization, but they have generally ignored the role of religion. Responding to this, O’Neill undertook a 20-month study of evangelical Christianity’s growing influence on Guatemala’s postwar efforts at democratization. His dissertation is an “ethnographic study of a multinational evangelical mega-church in postwar Guatemala City and of the faithful who struggle to understand what it means to be a ‘Christian citizen’ in an ethnically diverse, class-divided, and desperately violent capital city. It addresses an issue critically important not just to Guatemala, but to those countries throughout Latin America, Africa, and Asia, not to mention the United States of America. These are all places where the continued entanglement of evangelical Christianity and democracy are unmistakable but remarkably under-explored.” Two of the most consequential developments in recent world history have been the spread of formal democracy and the rising popularity of new evangelical Christian sects. O’Neill’s project connects these two phenomena in a powerful and original way.

He argues that Guatemalan constructions of Christian citizenship are distinct to the country, but also universally familiar, being crafted from the same media-driven discursive sources that other urban mega-churches (from Los Angeles to Seoul) use. Communication is a central theme of his work, as the church self-consciously tries to communicate its “message” in a range of different ways: direct outreach, radio broadcasting, printed advertisement, or billboards. In all of these domains, O’Neill makes clear how intimately entangled practices of communication, in the broadest sense, are with matters of citizenship, nation, and urban belonging. He shows just how extensive is the political and social work carried out in the name of spreading the evangelical word, and how central to the cultural politics of the modern postcolonial nation state such work truly is.
“Globalizing American Studies”
A two-day conference exploring critically important questions about the implications for American Studies of the turn toward “the transnational approach”
27-28 April 2007
The Dogwood Room of the Indiana Memorial Union

The keynote speaker will be José Limón, Director of the Center for Mexican-American Studies at the University of Texas at Austin
“Globalizing American Studies: A Critique of the New Consensus”

Other participants include:

Rachel Adams, Associate Director of American Studies and Associate Professor of English and Comparative Literature at Columbia University.

Kate Baldwin, Associate Professor of American Studies at Northwestern University.

Brian T. Edwards, Director of the Globalizing American Studies Project and Associate Professor of English and Comparative Literary Studies at Northwestern University.

Yogita Goyal, Assistant Professor of English at UCLA.

Ruth Hill, Associate Professor of Spanish at the University of Virginia.

Bob Lee, Associate Professor of American Civilization at Brown University.

Caroline Levander, Director of the Humanities Research Center and Professor of English at Rice University.

Christine Skwiot, Assistant Professor of History at Georgia State University and Visiting Assistant Professor at Indiana University.

Participating IU faculty include:

Jon Eller (Institute for American Thought, IUPUI)
Gina Gibau (Anthropology, IUPUI)
Vivian Halloran (Comparative Literature)
Emily Maguire (Spanish & Portuguese)
John Nieto Phillips (History & Latino Studies)
Darlene Sadlier (Spanish & Portuguese)
David Delgado Shorter (Folklore & Ethnomusicology)

TO REGISTER, OR FOR MORE INFORMATION, CONTACT PAULA COTNER (PMJERR@INDIANA.EDU)
**Publication Opportunities**

*The Journal of Transatlantic Studies* is currently accepting article submissions. Hard copy issues of the journal, which is double-blind peer reviewed, are published three times a year and feature articles by both prominent and emerging international scholars. The Journal of Transatlantic Studies is a multidisciplinary and interdisciplinary journal that publishes papers focusing on the transatlantic region, with an emphasis on literature and the arts. Submissions of no more than 4500 words should be suitable for a broad spectrum of academic and learned readers, whose fields of expertise range from the plastic and performing arts to theoretical economics and sociology. All correspondence and submissions to:
Professor Charles E. Gannon
Plassmann F-4
English Department
St. Bonaventure University
St. Bonaventure, NY 14778

**Conference Calls**

The Pioneer America Society: Association for the Preservation of Artifacts & Landscapes will hold its 39th annual conference in Hagerstown, Maryland, on October 10-13, 2007, at the Four Points Sheraton Hotel. The theme of the conference is “Landscapes in Stasis-Landscapes in Change: Two Views of West Central Maryland Cultural Landscapes.” There will be two field trips. Proposals for papers, special sessions, and panel discussions must be submitted by July 2nd. For complete information, contact:
Dr. Paula S. Reed
Paula S. Reed & Associates, Inc.
1 West Franklin Street
Hagerstown, MD 21740
301/739-2070

**Funding Options**

Van Alen Institute invites early to mid-career practitioners and scholars from the design and planning disciplines, arts, humanities and sciences to apply for the *New York Prize Fellowship for multidisciplinary research and experimental practice in public architecture*. Fellows pursue advanced independent study and generate projects in the form of exhibitions, installations, symposia and other formats. The Institute seeks critical and creative projects that approach architecture as a cultural practice with great public consequence, and that engage public audiences in imaginative and productive ways. Fellowship awards include stipend, project support, office/studio space and the opportunity to publish work. Information/application: [www.vanalen.org/nyprize](http://www.vanalen.org/nyprize).
In February of 2006, Professor David Delgado Shorter (Folklore and Ethnomusicology) was awarded a New Frontiers in the Arts and Humanities grant which provided course relief and research funds to continue exploring the intersections between indigenous sovereignty, digital technologies and ethnographic representation. In July, he was named the co-editor of a new book series (University of Nebraska Press) on Native Films. The series will provide single title treatments of a range of films made by, for or about indigenous peoples all over the world.

Professor John Louis Lucaites (Communication and Culture) was appointed editor-elect for the Quarterly Journal of Speech. He also recently visited Ohio University where he delivered the Paul Boase Lecture (co-authored with Robert Hariman of Northwestern) titled “Visual Tropes and Late Modern Emotion in U.S. Public Culture” and conducted a workshop on “Lynching, Photography, and Public Culture.” He has also received a College of Arts and Humanities Fellowship for Fall 2008, to work on a project titled “Seeing Like a Citizen”.

Don Maxwell (History) has recently published two articles: “Religion and Politics at the Border: Canadian Church Support for American Vietnam War Resisters” in the Journal of Church and State (Autumn 2006) and “Young Americans and the Draft” in the Organization of American Historians Magazine of History (October 2006).

Telecommunications doctoral candidate Jeanette Castillo has accepted a position at Florida State University beginning in the Fall as an Assistant Professor of Digital Media.

Professor Ilana Gershon (Communication and Culture) recently edited a special collection of Ethnos [71(4)] titled “Reflexivity in Others’ Contexts”.

Matt Yockey (Communication and Culture) will be a visiting Assistant Professor next year in the Film and Media Studies Department of the University of California Irvine, teaching classes on the superhero and futurism in cinema.

Yeidy M. Rivero (Communication and Culture) published the essay “Channeling Blackness/Challenging Racism: A Theatrical Response” in the Global Media and Communication, December 2006 issue. She also wrote the piece “Beautiful Betty” for Ms Magazine’s Winter 2007 issue and was invited to present her research at the “Reflections on Empire: Latin American Depiction of Colonization in Literature, History, and Cinema” Symposium held at Georgia State University.

Jon Cavaliero (Communication and Culture) has accepted a position as lecturer in the Department of Film/Video and Media Studies at The Pennsylvania State University.
As the American Studies Program continues to grow, we need your support. Your charitable contributions will help us develop resources necessary for a vibrant intellectual community and environment by:

- adding books to our American Studies resource library
- developing programs to encourage and support student research
- creating a student travel grant
- supporting program activities, lectures, events

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Please make checks payable to American Studies Foundation Account and send to:

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Bloomington, IN 47405

Thank You!
Each spring for the last six years, the IU American Studies Program has hosted the Virginia LaFollette Gunderson essay competition. Named, and endowed, for the wife of one of the founders of the Program, the contest honors the graduate student who submits the “best academic essay on a topic relevant to the field of American Studies.”

Nancy Palm, doctoral candidate in Fine Arts and American Studies, is this year’s winner, chosen not only because her essay is lucid and intriguing, but also because it speaks so eloquently to one of the core puzzles of American Studies: the construction of an American national identity. Nation-building historically has involved the continuous layering of cultural and political norms, like paints upon a constantly shifting canvas. Identities previously thought indivisible can blur as they merge with coexisting cultures or can disappear completely as they are covered by more dominant ‘new’ ones. The exact identities of the Caribbean peoples encountered by Christopher Columbus, for example, are long forgotten, smoothed by the ‘Indian’ label. Yet their new identity, as ‘Indian,’ also allowed them to be remembered, to take part in, the creation of a national heritage.

Palm’s winning essay, *Unsettling Identities*, explores the appropriation of that Native American ‘other’ into the creation of an American identity. It has been, she argues, a process by which white Euro-Americans necessarily mourn ‘Indians’ as a vanishing race, but simultaneously celebrate them as the cornerstone of a mythical national heritage. The treatment of Native Americans, therefore, becomes ambiguous and contradictory, with Euro-Americans both disavowing and identifying with their presence. Palm demonstrates the negotiation of this iconography as it was manifested in 19th-century landscape painting, the first ‘national’ art in America.

She refers to some of the work of Thomas Cole (1801-1848), widely considered the founder of an American landscape tradition, who depicted the area in and around the Catskill and Adirondack mountain ranges. Cole’s 1827 painting, *The Clove, Catskills*, “comprises a palette of lush reds and greens, and a foreground, middle ground, and background composition,”
which leads the viewer’s eye through the painting into the vast horizon. [The painting] also includes a characteristic ‘Indian’ figure in the foreground wilderness, standing on a rocky ledge at the center of the image....” Cole repeated the ‘Indian’ figure in several landscapes throughout the 1820s and 1830s. In Distant View of Niagara Falls, an ‘Indian’ “stands on a rocky ledge, overlooking the falls, while a second ‘Indian’ kneels beside him.” For Palm’s analysis, the Native Americans in both of these paintings perform co-functions. First, they are visibly identifiable as a common cultural motif that can contribute to the construction of Euro-American and Native American identity. Cole’s ‘Indian’ “characteristically wears native dress and carries a staff or other fighting implement...bears native trappings and feathered headdress...and engages with his natural surroundings.” He is, she suggests, the stereotypical noble savage, “unencumbered by civilization, carrying a sense of calmness and dignity, and a certain innocence that came from natural existence.” This perception, Palm argues, ultimately allows the characterization of Native Americans as passive figures, quietly accepting of their fate of dispossession as a result of U.S. expansion. The nobility and unassuming dignity of the ‘Indian’ remains visible, and, moreover, becomes the keystone of the U.S. narrative of manifest destiny. Through such visual representations, Palm explains, “viewers [of the painting] could ground national identity in a distant past by claiming Native American heritage as part of the U.S. national landscape.” But at the same time, because Cole’s ‘Indian’ figure is a disappearing one, literally blending into the painting, it also performs the cultural function of a doomed race, vanishing peacefully from the historical landscape. In Clove, Catskills, for example, “the figure’s presence is veiled within the dark foliage; he is noticeable mainly through the specks of red on his body and headdress.” Schroon Mountain, Adirondacks, painted in 1838, is similar—a “fall landscape in a vibrant, warm palette. The headdresses and apparel of two tiny ‘Indian’ figures in the foreground wilderness echo the red and orange leaves, blending into their surroundings, almost to the point of imperceptibility.” Because Cole uses a “concealing color palette and compositional marginalization,” the ‘Indian’ visually vanishes from the landscape, even before his literal demise. “Spatially marginal, and therefore historically removed from the landscape, the destructive threat of Native Americans is minimized and white/‘Indian’ conflict is effectively neutralized.” Native Americans might have been central to visions of U.S. nationalism, Palm sums, but their existence in that vision required that they disappear, that their identity be reduced to a nationalistic symbol that fit with Euro-American hegemonies. In both art and politics, the Native American is both closeted and celebrated, marginalized to the point of invisibility but nonetheless an essential symbolic component in a national heritage. “Caught between a Native American past and a Euro-American nation, Thomas Cole’s ‘Indians’ thus illustrate the ambiguous role of Native Americans in U.S. nationalism and unsettle the assumed binary distinctions between these seemingly distinct aspects of identity construction.”
Funding Options

School of Social Science
Institute for Advanced Study
Princeton University
Princeton, New Jersey
Proposal deadline 15 September 2007

Each year, the School of Social Science at the Institute for Advanced Study in Princeton, NJ, invites fifteen to twenty scholars to be in residence for the full academic year to pursue their own research. The School welcomes applications in economics, political science, law, psychology, sociology and anthropology. It encourages social scientific work with an historical and humanistic bent and also entertains applications in history, philosophy, literary criticism, literature and linguistics. Each year there is a general thematic focus that provides common ground for roughly half the scholars. Applications must be submitted through the Institute’s online application system, which can be found, along with more information on this year’s topic, at www.sssias.edu/applications.

Center for Advanced Study in the Behavioral Sciences
Residential Fellowships
Application deadline 30 June 2007

The Center for Advanced Study in the Behavioral Sciences (CASBS) invites applications for its 2008-09 residential fellowships. This sabbatical fellowship provides an opportunity for faculty to pursue priority research and expand their horizons while engaging in a diverse, interdisciplinary intellectual community. The Center considers applications from scholars in a wide range of disciplines and interdisciplinary areas in the social and behavioral sciences, and humanities. The application form and guidelines are available at www.casbs.org.

Conference Invitations

The Society for American Music
Menger Hotel
San Antonio, Texas
27 February—2 March 2008
Proposal deadline 15 June 2007

The Society for American Music invites proposals for papers, panels of 2 to 3 papers, concerts, lecture/performances or scholarly posters for its 34th annual conference. Proposals involving American music and all aspects of its cultures anywhere in the world are welcome.
For more information, and for submission details, visit www.american-music.org.
The Long Civil Rights Movement, 1945-1980
Conflicts in American History series
Complete chapters due 1 June 2007

The work is under contract with Bruccoli Clark Layman/Manly, Inc, and contributors will receive $250 for essay chapters that will consist of the following elements: 1/ 2000-3000 word background essay introducing the conflict, the people involved, the nature of the conflict and its resolution. 2/ A specific chronology of the conflict. 3/ 10 historical documents both in facsimile and in reprinted text form, each with an objective head note (150-300 words) that introduces the source. 4/ A list of recommended readings with a brief annotation. 5/ Two illustrations that correlate to the conflict. Persons who are interested in contributing one or more of the following entries should contact Brian Johnson (bjohnson@claflin.edu) and Zoe Trodd (trodd@fas.harvard.edu), with a brief bio, as soon as possible to sign up.

Critical Methodologies in Contemporary Black Film
Deadline for abstracts 30 June 2007
Completed submissions due in February 2008

Prosals are sought for an anthology on contemporary approaches to African American film. The collection will consist of two parts: The first half will include new theoretical approaches to African American film. Of special interest here will be essays that seek to broaden our understanding of African American filmmaking beyond questions of representation, stereotype, and caricature. Essays presenting new theories of aesthetics or working to formulate new film methodologies are of special interest. The second half of the anthology will include a selection of case studies exemplifying new approaches to African American film. These can be focused on one film and/or filmmaker or a selection of films and/or filmmakers. Essays that rethink African American film and genre are also invited for either section. Interested participants should e-mail abstracts (no more than 500 words) and short CVs (highlighting publications and presentations) to filmdoctor@verizon.net.

Journal for the Study of Radicalism
Deadline for completed articles 30 December 2007

Jsr invites articles for a special issue on historical memory in American or international radicalism. We are particularly interested in articles that deal with historical memory in protest literature and art (including film, photography, and music), but also welcome submissions on social protest movements. Submissions should be 20 to 30 pages, Chicago Style. Send queries, proposals, and articles to the guest editors, Timothy Patrick McCarthy (mccarth3@fas.harvard.edu) and Zoe Trodd (trodd@fas.harvard.edu). See www.msu.edu/jsr for more information on the journal.

Nineteenth Century
Periodical publication of the Victorian Society in America

Nineteenth Century invites submissions for peer review and publication on the cultural and social history of the United States from 1800 to c. 1920. Papers are welcome on a variety of topics including architecture, fine arts, decorative arts, costume history, photography, landscape and garden design, historic preservation, and technology. Published articles are usually 3,000 to 5,000 words, with notes, and 6 to 8 illustrations; send one hard copy, include an email address. Manuscripts should be prepared following the Chicago Manual of Style.

Papers may be sent to:
William Ayres, Editor
P.O. Box 403
Stony Brook, NY 11790-0403
Jim Berkey (English) was awarded a travel fellowship by the Bentley Historical Library at the University of Michigan to undertake research for his dissertation, “Itineraries of Empire: The Everyday Lives and Narratives of U.S. Agents of Empire.” He will be traveling to Ann Arbor this summer to examine letters, diaries, and scrapbooks of U.S. soldiers, teachers, and colonial administrator’s spouses during the U.S. occupation of the Philippines at the beginning of the twentieth century. Jim also had a paper accepted for the upcoming Annual Meeting of the American Studies Association in Philadelphia in October. He will present “From Puerto Rico to the Philippines: Methodological Trajectories of Imperial Letters,” which extrapolates transnational and intra-imperial methodological implications through a reading of a little-known epistolary novel of the Philippine-American War.

Professor Mary Gray (CMCL) is on leave this semester, finishing her current book project and starting another that examines how negotiations between institutional review boards and researchers shape sexuality research. This month, her article “Face Value: Mediating Social Distance and Safety Through Facebook” will appear in the sociology journal Contexts. Mary was also named a COPSL Faculty Fellow for the coming year. She will be developing opportunities for undergraduates to participate in her research on and community service with Bloomington’s annual PRIDE Film Festival.

Professor Darlene J. Sadlier (Spanish and Portuguese) received a grant from the Rockefeller Archive Center in support of her new book project on Good Neighbor films about Latin America. She also received travel and research funding from the College of Arts and Sciences Institute and the Office of the Vice Provost for Research.

Trevor Blank (Folklore) recently had book proposal for a work titled Spring Grove State Hospital accepted with Arcadia Publishing. He will also be co-authoring (with David Helsel, M.D.) a work on the history of the second oldest standing psychiatric hospital in America (Spring Grove State Hospital), due out in February 2008.

Professor John Bowles (History of Art) has recently published “Acting like a Man: Adrian Piper’s Mythic Being and Black Feminism in the 1970s,” in Signs: Journal of Women in Culture and Society (Spring 2007) and “Adrian Piper a African American Artist” in American Art (Fall 2006).

Professor Wendy Gamber’s (History) The BoardingHouse in Nineteenth-Century America was recently published through Johns Hopkins University Press.

The Cambridge Companion to the Harlem Renaissance, edited by Professor George Hutchinson (English), and with a chapter by Professor Margo Crawford (English), will be published by Cambridge University Press in June. Professor Hutchinsson’s book, In Search of Nella Larsen (Belknap/Harvard, 2006), won an Honorable Mention from the Association of American Publishers for Biography and Autobiography from a scholarly press.


Professor Ted Strifhas, (CMCL), recently received the Student Choice Award from the IU Student Alumni Association. The award, which recognizes excellence in teaching, was nominated and voted on by graduate and undergraduate students from across the university.

A few weekends ago, the IU American Studies Program hosted Globalizing American Studies, a 2-day conference that drew scholars from across campus and across the country to take stock and make plans. More specifically, they interrogated the vocabulary, methods and objects of American Studies, and began sketching what a more "globalized" version of it might look like and how it might operate.

Some papers asked broad questions about the pedagogy of a global American Studies, such as: What would happen to more traditional, nation-based disciplines if "borders" are reconfigured as overlapping rather than as outlines of distinct empires?

Other presentations tested the ways in which the "standard" vocabularies of American Studies might be extended or even replaced within the context of a more global view. Realizations included the fictitious nature of "continents," the artificiality of "race" and "gender," and the multiply articulated meanings of what is "citizen" and what is "alien." The methods of a "globalized" American Studies were also explored by several authors, who asserted the basic need to pay attention to American culture in "international circulation" ("placed" in areas like Tehran, Moscow or Rio de Janeiro), the necessity for understanding how the creation/assertion of "whiteness" can work in a broad range of local and diasporic contexts, and the potential re-applications of Critical Race Theory.

Another set of papers re-thought the objects of American Studies in a global milieu: the evolution of Chinese American identities through the progression of a teenager’s photo album; negotiating patterns of marriage, race, and nation through historical fiction and romance; and the commodification of South American culture undertaken at the hands of Walt Disney.

Certainly the presentations raised more questions than they answered, and rightly so, especially in the constantly changeable world that is American Studies. But, unlike most conferences, this one ended with an opportunity for all participants and attendees to address this changeability and to openly think about where they might go from that point. While no definitive conclusions were reached—indeed, the debate became rather heated about whether the term “globalizing” used for the title of the conference might actually be imperialist—there was consensus that everyone’s approach to teaching and research in American Studies would be profoundly affected (whether toward conviction or anomie) by the issues raised over the previous two days.