Six new joint hires and one lecturer join American Studies this fall, bringing the number of core faculty to ten. The search for an eleventh AMST appointment will begin in November (see sidebar, below). Several new faculty members have been profiled in previous newsletters; this issue rounds out the introductions for the 2007-08 academic year. Thanks to all who participated in the candidate selection process, and a sincere welcome to our new colleagues and mentors:

Karen Inouye, AMST Lecturer

Karen Inouye earned her PhD in American Studies at Brown University, where she completed a dissertation entitled “Changing History: Competing Notions of Japanese American Experience, 1942–2006.” Before pursuing doctoral study, she served as chair of the Communication Department at Santa Barbara City College, where she taught for seven years. In addition to her expertise in Asian American studies, she has degrees in Speech Communication and in Political Science & Public Service.

Inouye appreciates the expanding scope and vision of IU’s American Studies Program, as well as recent disciplinary moves toward more comparative approaches to culture, especially with respect to ethnicity. “Personally,” she says, “I’d love to see a larger number of scholars taking on more adventurous interdisciplinary projects—projects that do much more than just push at the edges of traditional disciplines.” In her own future research, she hopes to explore aspects of Southeast Asian American experience and analyze Asian American experience from a temporal (rather than geographic or spatial) perspective.

As a full-time Lecturer this fall, Inouye will teach “Democracy on the Homefront: Exploring Race and Labor in Wartime America.” Students in her course can expect “a very comparative approach” to these issues. Should she find any spare time, she says she’d like to “take up piano lessons again or plant a garden—and definitely watch more movies. I would also goof around more with my six-year-old daughter.”

Jason McGraw, History

Jason McGraw earned his doctorate in history from the University of Chicago in 2006 and went on to lecture at Rutgers University. He and his wife, Ellen Wu, have both been appointed to tenure-track appointments in IU’s Department of History.

AMST Announces New Faculty Search

Program seeks joint Fall 2008 hire with Department of History

As part of a strategic plan to broaden and deepen course offerings, research foci, and student thinking, the Department of History and the American Studies Program have announced plans to hire an assistant professor of Native American history. The recently posted invitation to applicants reads as follows:

“The successful candidate’s research and teaching focus should be exclusively within the U.S. context or within a comparative framework involving the U.S. and other areas, such as Canada or Mexico. Additionally, the candidate’s work should speak to both the disciplinary conventions of History and the interdisciplinary traditions of American Studies. The scholar is expected to participate in the Native American Studies Ph.D. minor that American Studies hopes to launch next year. The anticipated starting date will be the fall of 2008. Please send a letter of application, CV, and arrange to have three letters of reference sent to the Native American History Search Committee, Department of History, Indiana University, Ballantine Hall 742, 1020 E. Kirkwood Ave., Bloomington, IN 47405-7103. Review of applications will start November 1, 2007 and continue until the position is filled.”
within Colombia, due to the racial and moral impulses behind these programs.

In the future, McGraw plans to write a history of Jamaican ska and teach his one-year-old son Paolo how to play the drums—so they can form a family band.

Stephen Selka,
African American & African Diaspora Studies

Stephen Selka comes to IU from Tulane University, where he was Visiting Assistant Professor in the Department of Anthropology. The Bloomington campus appealed to him not only because of IU’s top-ranked departments and programs, but also because it “brings together a large community of scholars and students with a variety of interests and perspectives,” conditions that facilitate intellectual exchange. His is a shared appointment in American Studies and African American/African Diaspora Studies.

Over the next year Selka plans to continue his research on the festival of the Brotherhood of Boa Morte, an Afro-Catholic festival celebrated each year in Cachoeira, a small town in northeastern Brazil. Part of his research includes working with black North American tourists who attend the festival each year. In Religion and the Politics of Ethnic Identity in Bahia, Brazil (University Press of Florida, 2007) he explored how religiously organized Brazilians of African descent construct their ethnic identities and organize against racism. “Mediated Authenticity: Tradition, Modernity, and Post-modernity in Brazilian Candomblé” (Nova Religio 11/1, 2007) also focuses on Bahia and shifting views about what constitutes authentic Candomblé practice. Closer to home, he is interested in the long-term impacts of hurricane Katrina in New Orleans.

Professor Selka’s fall American Studies course reflects his engagement with Latin America: “Afro-Brazilian Identity” will examine how Brazilians of African descent construct their identities through cultural and political practices. Class topics will range from the history of African-derived religions in Brazil to contemporary debates about affirmative action in the Brazilian context. Students will compare how Afro-Brazilian negotiations of identity and politics relate to the experiences of people of African descent elsewhere in the diaspora.

A reader and outdoor enthusiast, Selka hopes they can form a family band.

New Faculty in American Studies, Fall 2007

Denise Cruz (English); cruzd@indiana.edu
Karen Inouye (Lecturer, AMST); kinouye@indiana.edu
Susan Lepselter (Communication and Culture); slepselt@indiana.edu
Jason McGraw (History); jpmcgraw@indiana.edu
Kevin O’Neill (Religious Studies); klonell@indiana.edu
Micol Seigel (AAADS); mseigel@indiana.edu
Stephen Selka (AAADS); sselka@indiana.edu

To submit newsletter content, please contact amstnews@indiana.edu.
Employment Opportunities

[For complete job descriptions, see listed websites.]

U of Hawaii (Manoa), American Studies

Tenure-track Assistant Professor appointment (Position# 82533), to begin August 2008, pending position clearance. Duties include teaching core American Studies undergraduate and graduate courses and teaching and conducting research in media/film studies. All requirements for the PhD in American Studies or related field must be completed by June 30, 2008. Research/teaching emphasis on Asia/Pacific and/or global issues desired. To apply, send letter of application, CV, and 3 letters of recommendation to Search Committee Chair, Department of American Studies, University of Hawaii at Manoa, 1890 East-West Road, Moore 324, Honolulu, Hawaii 96822-2318. Postmark deadline: September 10, 2007. See http://www.hawaii.edu/amst/ and http://www.hawaii.edu/acm. Inquiries: Dr. Mari Yoshihara, Search Committee Chair, 808-956-8542.

U of Connecticut, Women's Studies/History

Joint appointment (assistant professor, tenure-track) in Women's Studies, with tenure home in the History Department. Expertise of interest: non-Western transnational scholarship, but also 19th/20th-century imperialism, colonialism and post-colonial studies, and/or non-Western women's movements. Qualifications: completed PhD by Fall 2008. Candidates should have a strong commitment to interdisciplinary studies as well as demonstrated experience working with diverse populations. Submit a letter of application, CV, three letters of recommendation, samples of syllabi in women's and gender history, and selected scholarly publications to: Chair, Women's Studies and History Search Committee, University of Connecticut, History Department, U-2103, Storrs, CT 06269. Application review begins September 15, 2007. See www.womens.studies.uconn.edu and www.history.uconn.edu

U of Oregon, African American Studies

Assistant Professor in African American, Comparative African-American, or Black Studies to begin in September 2008. Minimum qualifications: PhD in appropriate field by September 15, 2008; scholarship and teaching with substantial focus on people of African descent in the U.S., including those with transnational, diasporic, or comparative perspectives. Additional qualifications desired but not required: scholarship and teaching on women of color, gender, and/or sexuality. Send letter of application, CV, 3 letters of recommendation, writing sample, and syllabi and teaching evaluations, if available, to Search A, Ethnic Studies Program, 5268 University of Oregon, Eugene, Oregon 97403-5268 before September 24, 2007. See www.uoregon.edu/~ethnic/teaching%20positions.htm

U of Oregon, Transnational Caribbean Ethnic Studies

Assistant Professor position to begin in September 2008. Minimum qualifications: PhD in appropriate field by September 15, 2008; scholarship and teaching on people of the African Diaspora, primarily in the Caribbean, including those with transnational, diasporic, or comparative perspectives; the ability to teach courses related to race and the United States. Specialties of interest: scholarship and teaching on women of color, gender, and/or sexuality. Send letter of application, CV, 3 letters of recommendation, writing sample, and syllabi and teaching evaluations, if available, by September 24, 2007. Address: Search B, Ethnic Studies Program, 5268 University of Oregon, Eugene, OR 97403-5268. See http://www.uoregon.edu/~ethnic/teaching%20positions.htm

“Employment,” continued on page 4

Upcoming Events

Prof. Paul Gutjahr’s G603 class (Graduate Introduction to American Studies) will host two speakers in the coming months:

- **October 9:** Dan Nathan (Skidmore) will discuss *Saying It's So,* his history of Joe Jackson, the Black Sox scandal, and its place in American culture.
- **November 6:** Catherine Lewis (Kennesaw State) will discuss her book *Don't Ask Me What I Shot,* a look at how President Eisenhower’s love of golf influenced several of his most important political decisions. (These lectures are not open to the general public.)

Public lectures:

- **November 8:** William Garriott (Princeton) will present an invited lecture, “Problems and their Publics: the Methamphetamine Epidemic Comes to Rural West Virginia.”
"Employment," continued from page 3

Williams College, Africana Studies Faculty

Candidates at all levels are invited to apply for a position in Africana Studies to begin in the fall of 2008. The successful candidate will have a PhD in a field in the social sciences, arts and humanities, or in African American, African, or Caribbean Studies, as well as a strong interest in under graduate teaching, a record of research and scholarship, familiarity with developments in the African Diaspora curricula, and a strong desire to assume and exercise program leadership. The normal teaching load at Williams consists of four semester courses per year and a four-week Winter Study term every other year. Courses will include an introductory course and a senior level capstone course. Submit cover letter, CV, and dossier, including at least 3 letters of reference, to Linda Saharczewski, Africana Studies Program, Stetson Hall, Williams College, Williamstown, MA 01267. Review of applications will begin on September 30, 2007 and continue until position is filled. See http://www.williams.edu/ african-american-studies/

Kennesaw State U., History and American Studies

Nine-month, tenure-track assistant professor specializing in the history of Mexico or Central America for a joint appointment position in History and American studies. PhD in History, American Studies, Latin American Studies or similar field preferred; ABDs considered. Specialties of interest include labor, transnational migration, and community formation. The successful candidate will contribute to the world history program and to the development of the American studies major and MA programs. By September 31, 2007, submit a letter of application addressing your qualifications and teaching philosophy; evidence of scholarly activity; teaching evaluations; CV; 3 letters of recommendation; and graduate transcripts to Dr. LeeAnn Lands, Search Committee Chair, Dept. of History and Philosophy, Kennesaw State University, 1000 Chastain Road, MC2208, Kennesaw, GA 30144-5591. See http://www.kennesaw.edu/facultypositions

Washington U., St. Louis, Slavery in the Americas

Joint appointment in Dept. of History and the Program in African and African American Studies, rank open, for a historian of slavery in the Western Hemisphere. A PhD, evidence of scholarly accomplishment or potential, and the ability to take an active role in both graduate and undergraduate instruction are required. Review of applications will begin October 1, 2007. Please send cover letter, CV, and 3 letters of reference (under separate cover) to Chair, Slavery in the Americas Search Committee, Washington University, Department of History, CB 1062, St. Louis, MO 63130. See http://artsci.wustl.edu/~history

UC San Diego, Ethnic Studies

Ethnic Studies: The Ethnic Studies Department at University of California, San Diego invites applications for an assistant professor position. We seek a scholar whose work provides critical perspectives on African Americans in a global and transnational context, or, more broadly, the African Diaspora. We particularly welcome expertise in media/communication and/or critical feminist studies. Application deadline: October 1, 2007. To apply electronically, contact ethnicstudies@ucsd.edu.

Northwestern University, U.S. Borderslands

The Department of History invites applications for a tenure-track assistant professorship in U.S. borderslands history, broadly construed (American Indian, Mexico-U.S., Canada-U.S., and/or U.S. West), to begin September 2008, pending final administrative approval. Period of specialization open. PhD in hand preferred. Candidates should demonstrate the promise of excellence in scholarship and teaching. Send letter of application, CV, 3 letters of recommendation, and a writing sample by October 1, 2007, to U.S. Borderlands Search Committee, Department of History, Northwestern University, 1881 Sheridan Road, Evanston, Illinois 60208-2220. See http://www.history.northwestern.edu/

Wesleyan U., Queer Studies

Tenure-track assistant professorship in queer studies, specializing in race as a category of analysis. Appointment would be jointly held with American Studies and Anthropology, Religion, or Psychology. Candidates should be able to teach courses in queer theory and methodology, as well as electives on United States topics; applicants who specialize in Canada or the Pacific, or who work on transnational topics are also encouraged to apply. PhD should be completed by July 2008. Submit letter of application, CV, 3 letters of reference, and a chapter-length writing sample to Chair, Search Committee, American Studies Program, Center for the Americas, Wesleyan University, Middletown, CT 06459. Applications received before November 1 will receive full consideration; applicants identified before October 1, 2007 may be asked to a preliminary interview at ASA.

California State U., Fullerton, American Studies

The American Studies Department invites applications for a tenure-track assistant professorship beginning Fall 2008. Qualifications include: PhD in American Studies or American social/cultural history; university teaching experience; ability to teach AMST 201 (Introduction to American Studies), AMST 301 (American Character), AMST 395 (California Cultures), and advanced courses in race and ethnicity. Specializations of interest: race and ethnicity within a larger cultural context, preferably focused on California. Evidence of successful teaching and potential for significant scholarly publication is essential. Send letter of interest, CV, and 3 recommendations by October 1, 2007, to Karen Lystra, Recruitment Chair, American Studies Department, P.O. Box 6868, California State University, Fullerton, Fullerton, CA 92834-6868. See http://diversity.fullerton.edu

SUNY Oneonta, Am. History

Tenure-track Assistant Professor in American History, to teach at the Cooperstown Graduate Program, which awards MAs in museum studies. Initial appointment is for two years, beginning August 2008. Responsibilities include supervising Master’s degree theses and teaching or coordinating courses in American history, historical research, and topical seminars in one or more of these areas: 20th-century urban history; race, ethnicity and gender; oral history; or American popular culture. Familiarity with or experience in museums highly desired. PhD in American History or American Studies required. Send application letter, CV, statement of teaching and research interests/goals, writing sample, copies of graduate transcripts, and the names and contact information for 4 references to: Gretchen Sullivan Sorin, Chair, Search Committee, Employee Services, 208 Netzer Administration Building, Box C, #1025-D, SUNY College at Oneonta, Oneonta, NY 13820-4015. See http://www.oneonta.edu/admin/hunres/employment.
Professor Mark Deuze (Telecommunications) has published Media Work (2007) as part of Polity Press’s Digital Media and Society series. The book focuses on the working lives of media professionals around the world, addressing factors such as the emergence of consumer-produced digital media and the organization of labor in a global cultural economy.


This summer, Professor John Lucaites (CMCL) published No Caption Needed: Iconic Photographs, Public Culture, and Liberal Democracy (U. of Chicago 2007, w/Robert Hariman). He and Hariman have also started a related blog (http: www.nocaptionneeded.com) focusing on the analysis of the rhetoric, politics, and aesthetics of visual public culture. In September, Lucaites will be keynote speaker at a conference on photography and politics in Durham, England.

At a June conference at Queen’s University, Ontario, Don Maxwell (History) presented a paper called “Grow Lights in Closets of YMCA’s: American Vietnam War Exiles and Canadian Cannabis Culture.” The next month he presented a paper at a reunion of Vietnam War-era draft resisters in Castlegar, British Columbia.

Professor Phaedra Pezzullo’s (CMCL) first book, Toxic Tourism: Rhetorics of Travel, Pollution, and Environmental Justice (U of Alabama 2007), will receive the James A. Winans–Herbert A. Wichelns Memorial Award for Distinguished Scholarship in Rhetoric/ Public Address from the National Communication Association. Toxic Tourism explores why environmental justice activists from the U.S. and Mexico use noncommercial tours as a mode of anti-toxic advocacy and suggests how we might re-imagine tourism more broadly as a result.

A conference series sponsored by students in Folklore and Ethnomusicology has resulted in a book from Cambridge Scholars Press. Over the Edge: Pushing the Boundaries of Folklore and Ethnomusicology (ed. Rhonda Dass, J. Meryl Krieger, Anthony Guest-Scott, and Adam Zolkover) contains essays by a number of American Studies students, including Daniel Peretti and Denise Dalphond.

Shira Segal (CMCL) has published “The Masculinization Project of Hospital Birth Practices and Hollywood Cinema” in the Spring 2007 issue of e-Sharp, based at the University of Glasgow. The special issue on gender, power, and authority can be found at www.sharp.arts.gla.ac.uk/issue9.php.

Professor Ted Striphas (CMCL) received the Student Alumni Association’s Student Choice Teaching Award in May 2007. The award, which is voted on by graduate and undergraduate students across the IUB campus, recognizes teaching excellence in and beyond the classroom.

Accolades
IU Joins Hemispheric Institute

This semester marks IU Bloomington’s first year as an affiliate of The Hemispheric Institute of Performance and Politics. The Institute is a consortium of organizations, artists, scholars, and activists dedicated to exploring the relationship between expressive behavior (broadly construed as “performance”) and social and political life in the Americas. Sites of performance include all those practices and events that involve theatrical, rehearsed, or conventional/event-appropriate behavior, including dance, ritual and religious practice, political rallies, and funerals. In addition to textual archives, Institute participants draw on “live” practices and visual media to explore how embodied behaviors participate in the transmission of cultural knowledge and social memory. Thanks to Patrick O’Meara, IU Vice-President for International Affairs, faculty and students at Indiana University can now join a strong network of people working in Folklore, Anthropology, Latin American Studies, American Studies, Native Studies, and other related fields throughout the Americas.

IU students are now eligible to participate in the Institute’s Intensive Summer Performance Abroad programs. The most recent three-week course, held in Lima, focused on performance and politics in contemporary Peru. It combined academic study, site visits, and an intensive workshop with Peru’s most influential theatre collective, the Grupo Cultural Yuyachkani. Future courses will investigate other performance and political movements in the Americas; faculty at affiliated institutions are encouraged to design and propose new study options. All courses will be structured so that students can, if they choose, receive independent study credit at their home institution.

The Institute also offers collaboratively designed courses, usually graduate-level seminars taught simultaneously at member institutions that draw on Hemispheric Institute digital collections. For example, in Spring 2006, New York University, Arizona State University, and the University of Rio de Janeiro offered a course on “performing indigeneity.” Other topics have included “the conquest,” “staging the nation,” and “globalization and the public sphere.” Seminars are coordinated through a shared website that hosts readings and multimedia materials, and students participate in online discussions and often produce collaborative projects.

In addition, the Institute holds intensive gatherings that allow individuals to share work in lectures, performance workshops, and research groups. Blurring lines between scholarship and art and between conference and festival, these encuentros aim to develop new models of intellectual and artistic inquiry that are specially suited to the study of social and political formations in the Americas. The most recent encuentro was held in Buenos Aires, and the three are tentatively planned for Bogotá, Santiago, and Manitoba.

The Hemispheric Institute is building a major digital video library that will lend permanence, depth, and accessibility to the study and practice of performance in the Americas. The project, developed in conjunction with NYU Libraries and the Mellon Foundation, is ground-breaking in several ways. First, the archive illuminates how embodied culture has transmitted social knowledge throughout the long history of conquest and colonization, and it de-centers the assumed dominance of writing in that history. Second, it makes materials available to scholars, artists, and local communities across the Americas. Third, the project raises important issues concerning the acquisition and circulation of intellectual property and provides an opportunity to forge a model for best ethical practices in this area.

Support American Studies

No gift is too small!

Your charitable contributions will help develop resources necessary for a vibrant intellectual community and environment by adding books to our resource library, developing programs to encourage and support student research, creating a student travel grant, and implementing program activities and events.

Please support American Studies by donating to the AMST Foundation account. As a gift to a tax-exempt educational institution, 50% of your contribution can be deducted from the amount of your total state income tax. Note that this is a credit against taxes, not merely a deduction!

Contributions of any amount are appreciated. Please make checks payable to American Studies Foundation Account and send to: IU Foundation, Showalter House, State Road 46 and the Byass, Bloomington, IN 47405.
Instructors Help Students See Differently

Each year, graduate students in American Studies submit proposals for innovative undergraduate courses (proposals for 2008-09 will be solicited soon). Fall 2007 U.S. Arts and Media (A202) classes focus on representations of bodies, both maternal and “alien,” and explore how these portrayals impact life in the United States. The October/November issue of Currents profiles these courses and the women who designed them; the final issue of 2007 will highlight A201 (U.S. Movements and Institutions) offerings and instructors.

Laila Amine, A202: “The Alien in American Pop Culture”

Laila Amine is a PhD student in Comparative Literature whose research engages scholarship on multicultural nations, racialized citizenship, and postcolonial literature. Her dissertation examines narratives of education, both national and familial, that often compete in the American and European ethnic novel. These cultural productions provide the ground from which to comment upon the tense social relations of the Reagan, Mitterrand, and Thatcher administrations.

Amine, who characterizes herself as “driven,” “outspoken,” and “omnicultural,” brings energy and enthusiasm to her research and teaching. She recently published “A House with Two Doors? Creole Nationalism and Nomadism in Multicultural London” (Culture, Theory and Critique, spring 2007) and participated at an international Francophone Studies conference at Texas A&M University in March. The paper she presented there was entitled “Orientalist Paintings and Hybridity in Djebar’s Fantasia and Sebbar’s Sherazade.”

The comparative and interdisciplinary nature of Amine’s research makes American Studies a comfortable fit; her goal as an instructor is to encourage a comprehensive view of American culture that goes beyond U.S. borders and takes into account the global impact of national politics. This year her A202 students are exploring the trope of “the alien” and the ways this figure is represented in American popular culture. By examining a social category that encompasses both “non-human species” and “foreigner,” undergraduates critically engage themes such as invasion, subversion, and exoticism.

The course has used a variety of cultural forms to consider these basic questions: Who or what are aliens? What do they want? Can we live with them? What is their social significance? And how do they challenge our understanding of self and other? For instance, Amine says many of her students found Alfonso Cuaron’s Children of Men (2006)...

Upcoming Events

American Studies Speaker Series:

- **November 8:** William Garriott (Princeton University), “Problems and Their Publics: the Methamphetamine Epidemic Comes to Rural West Virginia,” 5:30 PM, Ballantine Hall 005.
- **February 11:** Philip Deloria (University of Michigan), “Back Down to the Crossroads: Emergent Themes and Interdisciplines in American Studies.”

- **February 29:** Michael Adas (Rutgers University), “Prescient Dissent: Mark Twain’s Critique of America’s Civilizing Mission in Asia.”

Hosted Conferences:

- **April 4-5:** “Blackness in Latin America and the Caribbean” (co-sponsored with Latino Studies and the Center for Latin American and Caribbean Studies).
a provocative film. In written reviews some discussed women’s reproductive rights or the contemporary function of dystopias; other students considered the film’s visual engagement with historical events (such as images that called to mind the Holocaust or prisoners at Abu Ghraib). This semester students have also found Dave Chappelle’s use of stereotypes in Comedy Central’s Chappelle’s Show particularly efficient in dismantling racial assumptions about “the other.”

A combined degree student in American Studies, Amine will take her comprehensive exams this semester. Her busy research, teaching, and study schedule, however, does not preclude the occasional dinner with friends or night out with her husband. She’ll teach “The Alien in American Popular Culture” again this spring; interested students may register for A202 section 11623.

**Shira Segal, A202: “Pregnancy and Visual Culture”**

If Shira Segal had four hours with no other demands, she’d choose to meditate—or perhaps compose poetry like the pieces she’s published in the American Museum of Poetic’s Napalm Health Spa Report (2007), the anthology Poems from Penny Lane (2003), and other venues. But her academic work also keeps her both engaged and curious. A doctoral candidate in the Department of Communication and Culture, Segal is currently writing her dissertation on representations of childbirth in home movies and avant-garde cinema, with a look at how childbirth as a visual subject subverts patriarchal modes of looking and challenges the institutional management of the pregnant and maternal body. She presented part of her research findings during CMCL’s September Film Indiana 2007 Conference; earlier in the year she gave a paper entitled “The Birthing Body as the Ambiguous Body—Absence and Representation” at Pushing Boundaries: Creative Bodies, Corporeal Knowledge, a conference sponsored by the Department of Folklore and Ethnomusicology.

Undergraduate students are also benefitting from Segal’s expertise in this area. This fall, she’s teaching a section of A202 called “Pregnancy and Visual Culture.” The course looks at representations of pregnancy in painting, sculpture, photography, film, and television over the past century and explores how changing medical practices alter the types of images available for cultural use. Segal’s students are learning how social constructions of gender get imposed on biological processes such as conception, and how women and men have attempted, through art, to highlight the personal, social and sexual aspects of procreation. In the face of potentially exhilarating or alienating technological advances, the depictions of pregnancy and childbirth studied in class grapple with core issues of representation and power that are tied up with (in)visibility, subjectivity, and the body itself.

“So far,” Segal says, “this class has been very adventurous!” Instructional documentaries, photographs of pregnant celebrities, medical artifacts, experimental cinema, contemporary television shows, and even Hollywood horror films have all found their way into the classroom. By means of journals and essays, students offer personal responses to this material, which can at times be provocative, disgusting, inspiring, or beautiful. Segal has been “utterly impressed” with the insight her students have brought “to a traditionally taboo and challenging subject, and I love their excitement to explore the rich and varied visual landscape of the pregnant and birthing body. Class discussions tend to be lively, fun, and interesting.” She’ll be teaching the course again in the spring (course #11624).

Those interested in learning more about Segal’s work can access “The Masculinization Project of Hospital Birth Practices in Hollywood Cinema” (2007) in eSharp, an online journal based at the University of Glasgow, or read “The Untutored Vision of Stan Brakhage—The Body as an Approach to Filmmaking in Window Water Baby Moving” in The Graduate Film Studies Journal (University of Albany). Her article on the relationship between photography, film, and cultural memory was published by Text Practice and Performance (2005), a journal of the Américo Paredes Center for Cultural Studies at the University of Texas.
Employment Opportunities

[For complete job descriptions, see listed websites.]

Stanford University, Latin American Lit/Culture

The Department of Spanish and Portuguese seeks an Assistant Professor of Latin American literature and cultural studies, to begin September 1, 2008. Must present evidence of scholarly motivation/promise and the ability to work collaboratively with other areas of study in the department and in other university divisions. By November 1, send cover letter, CV, and a list of references to Professor Joan Ramon Resina, Chair, Department of Spanish and Portuguese, Pigott Hall, Bldg. 260, Stanford University, Stanford, CA 94305.

U of Texas–Austin, American Studies

The Department of American Studies and the Center for Mexican American Studies invites applications for a tenure-track faculty position at the rank of Assistant Professor, pending budgetary approval. We seek an active teacher and scholar of Mexican American Studies who specializes in one or more of the following: cultural studies, gender and sexuality, music, and ethnography. Candidates should possess mastery of historical and current methodologies in American Studies, demonstrate teaching excellence and a clearly defined research agenda, and have a PhD in American Studies. (Candidates from related cultural fields are also encouraged to apply if they demonstrate a broad interdisciplinary perspective.) Must be able to teach Mexican American cultural studies courses regularly. Successful candidates will teach undergraduate and graduate courses; develop a strong research program; direct graduate research; produce demonstrated evidence of successful research productivity; and exhibit a commitment to university service. Before November 15, send letter of application, CV, and three letters of recommendation to: Professor Jeanine Basinger, Chair, Department of Film Studies, Wesleyan University, 335 North College Street, Middletown, CT 06459. Application receipt deadline: November 15.

Wesleyan University, American Studies/Film

The Department of Film Studies and the Program in American Studies seek a film scholar-teacher for a tenure-track joint appointment at the rank of assistant professor. Successful candidate will offer courses in American film history, genre, and aesthetics, as well as at least one course on television history and aesthetics. Candidates should be prepared to teach their specialty to undergraduates at all levels. Requirements include a PhD in hand or near completion. Send letter of application, CV, dossier, three confidential letters of recommendation, writing sample (25pp), and self-addressed postcard to: Jeanine Basinger and Richard Slotkin, Co-Chairs of the Search Committee, Center for Film Studies, Wesleyan University, Middletown, CT 06459. Application receipt deadline: November 15.

University of Virginia, Women and Gender

Studies in Women and Gender invites applications for a tenure-track appointment at the rank of Assistant Professor to begin August 25, 2008. Responsibilities include teaching half-time in Studies in Women and Gender, and half-time in department of appointment (disciplinary specialization open). Required: PhD in hand before appointment; demonstrated expertise in women and gender studies, with a focus on contemporary African-American women. Research and teaching should examine intersections of gender with race and ethnicity, class, sexuality and/or other forms of identity. Areas of special interest include women’s health and the environment; science and technology; gendered literacy and visual representations; and/or media and popular culture. Submit letter of application describing qualifications, CV, statement of teaching philosophy, and one sample of written work. Apply online at jobs.virginia.edu/applicants/Central?quickFind=52741 and send a copy of academic transcripts and three letters of recommendation to: Chair, Search Committee, Studies in Women and Gender, University of Virginia, Minor Hall 227, Box 400172, Charlottesville VA 22904-4172. More information: (434) 982-2961, or swaguva@virginia.edu. Review of applications begins November 15.

Temple University, American Public History

Tenure-track assistant professorship in American Public History, broadly defined to include public memory, material culture, the built environment, historic preservation, archives and collections, documentary studies, new media, oral history, and museum studies. The successful scholar-teacher, to be jointly appointed in the Program in American Studies and the Department of History, will work closely with Philadelphia’s public heritage sites in coordinating Temple’s MA program in public history. Send letter of application, CV, three letters of recommendation, evidence of teaching excellence, and a writing sample to Prof. Beth Bailey, Chair, Public History Search Committee, Department of History, Temple University, 908 Gladfelter Hall, 1115 West Berks Street (025-24), Philadelphia, PA 19122-6089. Application deadline: November 15. See http://www.temple.edu/history/.

“Employment,” continued on page 4
Penn State—University Park, Jewish Studies/History

The Jewish Studies Program, in collaboration with the Department of History and Religious Studies Program, announces a tenure-track position for a scholar whose research engages the historical experience of immigration from Europe to the Americas in the 19th and 20th centuries. The ideal candidate’s research will investigate how migration affected Jewish culture, politics, economics and/or religion on both sides of the Atlantic. Start date: Fall 2008. Tenure home: History. Requirements: PhD in History, Jewish Studies, or other relevant field by August 2008; demonstrated teaching ability. Position involves research, instruction and service in the History graduate and undergraduate programs, as well as Jewish Studies major/minor. Send letter of application, CV, and three references to Ms. Sandi Moyer, Box D, Jewish Studies Program, 108 Weaver Building, Penn State University, University Park, Pennsylvania 16802; e-mail applications to sjm1@psu.edu or fax to 814-863-7840 before November 15.

Tulane University, Communication

Subject to final administrative approval, Tulane University invites applications for up to three tenure-track positions in the Department of Communication beginning August 2008. Qualified candidates will hold a PhD in Communication or another humanities/social science discipline. Applicants must have an expertise in rhetoric, organizational studies, or media studies. Specialties of interest: critical approaches to community studies, race and ethnicity studies, organizational paradigms and bring innovative approaches to teaching. Required: PhD in art history, university-level teaching experience, promising record of research/publication. Send cover letter, CV, three letters of recommendation, transcripts and publication samples to Dr. Roberto Treviño, Chair, African American Search Committee, Department of History, University of Texas at Arlington, Box 19529, Arlington, TX 76019-0529. Review of applications begins immediately and ends November 30. No faxes or electronic applications. See http://www.uta.edu/history/.

U of Texas–Arlington, African American History

Tenure-track position of assistant professor in African American history starting at the end of August 2008. Candidates will teach undergraduate and graduate courses in African American history as well as the U.S. history survey. In addition, they should be willing to participate in outreach programs to the larger African American community. A PhD as well as publications and teaching experience is preferred; qualified ABDs considered. Send CV, three letters of recommendation, transcripts and publication samples to Dr. Roberto Treviño, Chair, African American Search Committee, Department of History, University of Texas at Arlington, Box 19529, Arlington, TX 76019-0529. Review of applications begins immediately and ends November 30. No faxes or electronic applications. See http://www.uta.edu/history/.

Amherst College, Asian/Pacific/American Studies

Tenure Track Full-time Assistant Professor in Comparative Asian/Pacific/American Immigration and Ethnicity, to begin July 2008. Position integral in Five College Consortium’s program in Asian/Pacific American Studies. Two courses a year at Amherst College and two courses each year taught in rotation among the other members of the consortium (Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts–Amherst). Candidates should have a strong commitment to undergraduate and interdisciplinary teaching in a liberal arts context and a well-articulated plan for sustained research. Detailed information available at https://cms.amherst.edu/academiclife/dean_faculty/employment. Deadline: December 1.

University of Minnesota, Art History

The Department of Art History seeks a scholar and teacher in the Arts of North America (open rank, full-time, tenure-track, to begin fall 2008). Specialization: any period from the 18th century to the present. Must be critically engaged with new historical, theoretical, and/or topical paradigms and bring innovative approaches to teaching. Required: PhD in art history, university-level teaching experience, promising record of research/publication. Send cover letter, CV, and three letters of recommendation to: Coordinator, Arts of North America Search Committee; Department of Art History, University of Minnesota, 338 Heller Hall, 271-19th Avenue South, Minneapolis, MN 55455. Also apply online at http://www1.umn.edu/ohr/employment/index.html. More information: Kathryn Louis (loui0032@umn.edu).

U of Illinois–Chicago, Latin American Studies

Pending budgetary approval, the Latin American and Latino Studies Program at UIC seeks a candidate in Latin American social science with a focus on South or Central America. We are most interested in an outstanding and original scholar whose interdisciplinary research focuses on urban issues such as poverty, race, space, and political economy. Candidates from diverse disciplines, such as geography, sociology, and anthropology, may apply. The ideal candidate should be an excellent teacher and active in program development. PhD in hand required before appointment. Send cover letter, CV, writing sample, and three letters of recommendation by December 1 to: Professor Joel Palka; Chair, Search Committee; Latin American and Latino Studies Program; 1523 University Hall, MC 219; University of Illinois at Chicago; 601 South Morgan Street; Chicago, IL 60607-7115.

U of California–Irvine, Cultural Studies of Gender

The Department of Women’s Studies seeks an assistant professor in cultural studies of gender. We seek candidates with strong theoretical grounding in feminist studies, evidence of transnational research, and sophisticated analysis of the problematics of knowledge production in one or more of the following areas: sexuality studies, history and theory, critical geography, cultural anthropology, critical legal studies, critical race studies, and/or cultural studies. PhD in hand required at the time of appointment. By November 30, upload letter of application, CV, three recommendation letters, and a research writing sample at http://www.humanities.uci.edu/soh/faculty/jobs.php.

For more job ads:

Chronicle Careers
http://chronicle.com/jobs/

The H-Net Job Guide
http://www.h-net.org/jobs/

To submit newsletter content, please contact amstnews@indiana.edu.
Professor Ilana Gershon (Communication and Culture) has published several articles in 2007. “Viewing Diasporas from the Pacific: What Pacific Ethnographies Offer Pacific Diaspora Studies” (The Contemporary Pacific) discusses how families from the Pacific circulate knowledge and resources to create culturally specific experiences of diaspora. “Compelling Culture: The Rhetoric of Assimilation among Samoan Community Workers in the United States” (Ethnic and Racial Studies) analyzes how Samoan migrants use the language of assimilation to explain generation gaps and other exigencies of migration.

Professor George Hutchinson (English) has earned many commendations for In Search of Nella Larsen: A Biography of the Color Line (Harvard UP, 2006). Most recently, the book won the 2007 Christian Gauss Award of Phi Beta Kappa, the highest honor for a work of literary scholarship or criticism. The award, which includes a $10,000 prize, will be presented on December 7 in Washington, D.C.

Professor Stephanie Kane (Criminal Justice) has returned from a year of ethnographic fieldwork funded by Fulbright Hays; she spent the year studying water ecology in global port cities of Brazil and Argentina. With Pauline Greenhill, she recently published “A Feminist Perspective on Bioterror: From Anthrax to Critical Art Ensemble” (Signs, 2007). The article is part of a special issue entitled “War and Terror II: Race-Gendered Logics and Effects beyond Conflict Zones.”

Professor John Louis Lucaites (Communication and Culture) and his co-author Robert Hariman (Northwestern University) were the keynote speakers at a conference on “Locating Photography: Between the Local, the National, and the Universal” held at the University of Durham, UK on September 21-22, 2007. Lucaites and Hariman also host a blog that focuses attention on photojournalism as a public art for democratic public culture: www.nocaptionneeded.com. Lucaites has a College Arts and Humanities Institute (CAHI) fellowship for Fall 2007 and is working on a project called “Seeing and Being Seen as a Citizen.”

Professor Yeidy Rivero’s essay “Broadcasting Modernity: Cuban Television, 1950-1953” was recently published in Cinema Journal. In addition, Rivero (Communication and Culture) was selected to participate in the “Anatomy of an Idea” seminar in Burbank, California, which was sponsored by the International Radio & Television Society Foundation and ABC.
Since 1951 the American Studies Association has facilitated the holistic and critical study of American culture and history. The ASA's almost 6,000 members represent an array of disciplinary vantage points on art and architecture, communication, education, ethnicity, folklore, gender, politics, history, literature, material culture, music, popular culture, religion, science, and social systems.

Join now to subscribe for 2008. Dues are based on a sliding income scale, and student rates are among the lowest around: only $20 annually. Membership offers a range of benefits, including discounted ASA conference registration and subscriptions to several valuable print and online publications. These include:

**Encyclopedia of American Studies Online:** Here, find entries on a range of subjects, from "Five-and-Dime Stores" to "Social Purity." (More on this resource in future issues of *Currents.*) ASA members can access the Encyclopedia at [http://eas-ref.press.jhu.edu/](http://eas-ref.press.jhu.edu/).

**Encyclopedia of American Studies Online:**

**American Quarterly:** The field's flagship journal includes original scholarly articles as well as reviews of books, exhibitions, and media. Peruse the reviews regularly to stay updated on scholarship that can inform your research and teaching.

**The ASA Newsletter:** Published quarterly, the newsletter keeps members updated on challenges that face the AMST community and includes calls for papers as well as news about chapters, committees, conferences, fellowships and grants, and employment opportunities.

**Free Online Services**

If your membership has lapsed or you're interested in exploring the association before you join, the ASA offers several free online resources.

**Encyclopedia of American Studies Online:**

**American Quarterly:**

**The ASA Newsletter:**

**Guide to American Studies Resources Online:** Here, find a directory of American Studies and American Ethnic Studies programs, as well as addresses for significant groups, foundations, agencies, and publishers. Of particular interest to graduate students is an extensive list of relevant journals (along with article submission guidelines) and a catalog of regular fellowship and grant opportunities. As of this printing the Guide is slightly out-of-date, but remains valuable as a place to start searching for funding and publishing options. Go to [http://asa.press.jhu.edu/gasr/index3.html](http://asa.press.jhu.edu/gasr/index3.html), or link to the Guide from the Publications section of theasa.net.

**Crossroads Project:** Visit [http://crossroads.georgetown.edu/](http://crossroads.georgetown.edu/) for curriculum and program resources, news and opportunities, discussion lists, research and study projects, and publications and workshops.

**Annual Meeting Programs:**

Programs from 1996 to the present can be found at [http://www.theasa.net/annual_meeting/page/program_archive/](http://www.theasa.net/annual_meeting/page/program_archive/).

For more on the ASA, visit [http://www.theasa.net](http://www.theasa.net). **Join up while you’re there!**

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**IU Bloomington Faculty Search**

Visiting Asst. Professor, AMST/Latino Studies

American Studies and Latino Studies seek a Visiting Assistant Professor for a two-year joint appointment (beginning Fall 2008). Candidate's work should speak to the interdisciplinary traditions of both fields. Send letter of application, CV, and 3 letters of reference to Co-Chairs, American Studies/Latino Studies Search, American Studies Program, Indiana University, Ballantine Hall 521, Bloomington, IN 47405-7103. Review of applications begins December 1.

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**Support American Studies**

No gift is too small!

Your charitable contributions will help develop resources necessary for a vibrant intellectual community and environment by adding books to our resource library, developing programs to encourage and support student research, creating a student travel grant, and implementing program activities and events.

Please support American Studies by donating to the AMST Foundation account. As a gift to a tax-exempt educational institution, 50% of your contribution can be deducted from the amount of your total state income tax. Note that this is a credit against taxes, not merely a deduction!

Contributions of any amount are appreciated. Please make checks payable to American Studies Foundation Account and send to: IU Foundation, Showalter House, State Road 46 and the Bypass, Bloomington, IN 47405.
For more than twenty years American Studies graduate student instructors have helped introduce undergraduates to the interdisciplinary study of American cultures. From Kenneth Pimple’s course on “The Con in American Literature and Culture” to Stephanie Browner’s “Illness in America” and Sarah Vosmeier’s “Your Family and the American Experience,” lower division AMST courses have explored wide-ranging topics that include jazz, Chicago, First Ladies, historic preservation, vampires, folk art, vigilantism, landmarks, mental disability, humor, Native American autobiography, sport, small towns, literacy, science fiction, and graphic novels.

The October/November issue of Currents profiled two of this year’s undergraduate offerings: “Pregnancy and Visual Culture,” taught by Shira Segal (Communication & Culture), and “The Alien in American Pop Culture,” designed by Laila Amine (Comparative Literature). We round out our discussion of A201 and A202 courses by introducing Seth Friedman and his 2007-2008 course on film and paranoia.

Seth Friedman, A201: “Cultural Paranoia and the Misdirection Film”

Friedman is a doctoral candidate in the Department of Communication and Culture; like any other honest, hardworking, and fun-loving CMCL student, he’d catch a double feature at the local cinema if granted a few hours of uninterrupted free time. In the meantime, he contents himself with teaching and analyzing film in American culture.

His current American Studies offering, for instance, attempts to determine why a longstanding narrative form—the misdirection film—has become so popular to both Hollywood producers and some U.S. audiences since the early 1990s. Specifically, students examine the sociocultural and industrial conditions that have made films such as *The Usual Suspects* (1995), *Fight Club* (1999), and *The Sixth Sense* (1999)—each of which involve narratives that conceal “the truth”—highly appealing to a significant segment of spectators. The course, Friedman says, “demonstrates how the kinds of entertainment narratives that U.S. audiences often like to consume are fashioned in direct response to their particular contexts.”

Friedman finds the interdisciplinary aspects of American Studies both exciting and challenging, and he exploits these possibilities in his Fall 2007 section of U.S. Movements and Institutions. Drawing on data, theories, and...
methods from Anthropology, Film and Media Studies, History, Literary Studies, and Political Science, this section of A201 suggests that the narratives crafted by Hollywood producers cannot simply be understood as part of a monolithic representational paradigm. Instead, Friedman and his students consider how the contemporary misdirection film exemplifies Hollywood’s longtime drive to tell a range of stories that appeal to specific niche audiences. Friedman will teach “Cultural Paranoia and the Contemporary Hollywood Misdirection Film” again during the Spring 2008 term (class #26896; additional courses offered during the spring term are listed on page 5 of this newsletter).

Friedman’s research interests make him particularly qualified to speak on this topic. His dissertation is entitled “Pulling Back the Curtain: The Contemporary Hollywood Misdirection Film in its Contexts,” and he recently published “Cloaked Classification: The Misdirection Film and Generic Duplicity” in The Journal of Film and Video (Winter 2006). In November, he gave a paper called “Presenting the Master of Surprise: James Allardice and Alfred Hitchcock’s Unofficial Reputation” at the Northwestern University Symposium on Hitchcock’s Myth and Method.

Conference Calls

January 13: “Critical American Studies: Examining the Intersections of Race, Class and Gender.”

The American Studies Program at Purdue University announces its 33rd annual Symposium to be held April 17-18, 2008, with keynote speakers Dr. Maria Matsuda of Georgetown University and Dr. Cheryl Harris of UCLA. This event focuses on the presentation of graduate student work; proposals may come from any interdisciplinary perspective. Before January 13, submit a biography of no more than 100 words, contact information (including email address), a list of required A/V equipment, and a 250-500 word abstract (for panels, individual papers, workshops, and performances). Submissions may be made electronically to Kendra Unruh at kunruh@purdue.edu or to Heidi Freeman at 100 University Street, Beering Hall of Liberal Arts and Education, Room 1289, West Lafayette, IN 47906.

January 15: “Open Secrets: Knowing and Unknowing.”

Graduate students in IU’s Dept. of English will hold a national conference in Bloomington on March 20-22, 2008. Participants will explore the meanings and effects of “the open secret.” Scholarly and creative presentations that engage this paradox in relation to textual analysis or everyday social relations and performances of identity are welcome. Topics of inquiry could include masquerade and “passing,” memoir and epistolary forms, online avatars, religious mystery, queerness, surveillance technologies, intellectual property, anonymity, conspiracy and paranoia, open source programming, celebrity culture, the occult, forced vs. “open” confessions, global vs. local knowledges, obscenity, family inheritances, state-sponsored violence, or subtexts. Proposals for individual projects, organized panels, and creative presentations should be submitted to iugradconference2008@yahoo.com by January 15. Please submit an abstract of no more than 250 words, as well as a short bio.
Fellowship Opportunities

Mitchem Dissertation Fellowship

January 8: Marquette University invites applications for the Arnold L. Mitchem Dissertation Fellowship Program. Mitchem Fellowships seek to help increase the presence of currently underrepresented racial and cultural groups in the U.S. professoriate; they provide one year of support for doctoral candidates well into the writing stage of their dissertation work. Fellows receive access to university resources (including a senior faculty mentor), a $35K stipend and benefits, as well as research and travel monies for AY2008-09. Fellows must be in residence at Marquette University from 18 August-17 May, teach one course in their area of specialization, and devote their primary energies to completing and defending their dissertations. Persons are eligible to apply who have not earned a doctoral degree at any time or in any field, are U. S. citizens or nationals, and belong to a racial-cultural group historically underrepresented in the U.S. professoriate. Begin the application process at https://careers.marquette.edu/. Search postings for “Mitchem Fellow” (posting #0600411); attach a letter of interest to the electronic application. Visit www.marquette.edu/mitchem/ for remaining application materials and instructions.

Religion and Religious History Fellowships

January 14: The Center for the Study of Religion (CSR), Princeton University, announces the availability of several one-year fellowships for pre-tenure scholars and recent PhD graduates. Fellows should be engaged in projects that focus attention on North American Christianity and may be relevant for congregations or pastoral leaders. Fellows will conduct own research on historical or contemporary aspects of Christian thought and practice and attend a weekly interdisciplinary workshop and Center-sponsored events. For application requirements, consult http://www.princeton.edu/~csrelig/fellowships or email csrelig@princeton.edu.

Price Visiting Research Fellowship

January 15: Jacob M. Price Visiting Research Fellowships are offered to facilitate research at the William L. Clements Library, located on the central campus of the University of Michigan, Ann Arbor. The library specializes in American history and culture from the sixteenth through the nineteenth centuries. Several grants of $1000 are available for younger scholars—graduate students and junior faculty—whose work would benefit from the library's resources. Applicants are considered with regard to the quality of their research project, the degree to which particular materials at the Clements will forward their work, and the need for this type of support. Successful applicants are expected to work at the library for at least one week. Application forms may be found at http://www.clements.umich.edu/price-appin.html. Awards will be announced by March 15, 2008 and must be used by December 31, 2008. Information: http://www.clements.umich.edu or email briand@umich.edu.

Humanities Center Postdoctoral Fellows

January 15: The Humanities Center at Harvard University announces two postdoctoral fellowship positions for AY 2008-09. Applicants must have received the PhD in or after May 2005, but before June 2008. Fellowships will be awarded to support projects that share the Center’s commitment to interdisciplinarity and internationalism. In addition to participating in Humanities Center programs, fellows will teach one course per semester in a Harvard department. For further information and instructions, see www.fas.harvard.edu/~humcentr.

Lemelson Center Research Fellowships

January 15: The Smithsonian's Lemelson Center seeks proposals for its 2008 Fellows Program, which supports pre- or postdoctoral projects that present creative approaches to the study of invention and innovation in American society. These include, but are not limited to, historical research and documentation projects resulting in publications, exhibitions, educational initiatives, and multimedia products. Fellowships are awarded for a maximum of ten weeks, carry a prorated stipend, and provide access to research staff and collections. Fellows are expected to reside in the Washington, D.C. area, to participate in the Center’s activities, and to make presentations on their work to colleagues at the museum. Researchers are strongly encouraged to consult Maggie Dennis, Fellowship Coordinator (dennism@si.edu), prior to submitting a proposal. Application materials are available online at http://invention.smithsonian.org/fellowships. Travel to Collections Awards, which fund expenses for up to 21 business days, are also available; proposals are accepted throughout the year.

Postdoctoral Fellowship, Transatlantic Studies

January 15: The International Affairs Council (IAC) at The MacMillan Center invites applications for a post-doctoral position in Transatlantic Studies at Yale University for AY2008-09, with the possibility of applying for a one-year renewal for 2009-10. Candidates must have PhD prior to appointment, have "Fellowships,” continued on page 4
“Fellowships,” continued from page 3

research and teaching experience related to U.S.-European relations, and be fluent in English. Experience working on transatlantic issues outside academia is preferred. The Pierre Keller fellow will pursue his or her own research, teach one MA-level seminar course related to his or her interests, advise MA students, interact with faculty and students, and contribute to the intellectual life of the IAC. Please submit cover letter, one-page description of research plans, a draft of a course syllabus, name and contact information of two references, and CV. Compensation includes an annual salary of $40,000, health coverage, shared office space, and access to a computer and other Yale facilities. Send application materials to Nancy Phillips, Administrative Associate, The International Affairs Council, The MacMillan Center, P.O. Box 208206, New Haven, CT 06520.

**Winterthur Museum Research Fellowships**

**January 15:** The Winterthur Museum 2008-2009 Research Fellowship Program will grant NEH, McNeil Dissertation, and short-term residential fellowships to support advanced study of American art, culture, and history. Fellowships carry stipends of $35,000 per year, plus benefits and a $2500 annual fund to support research and travel. Applicants must have received the PhD/M.Mus/MFA by August 2008 or within the past five years. Before January 28, send a letter of interest (including teaching and research statements), CV, and three letters of recommendation to: Lawrence Fellows Committee, Office of the President, Lawrence University, P.O. Box 599, Appleton, WI 54912. Applicants should clearly indicate in their cover letters to which department (from the list above) they are applying. See www.lawrence.edu/ dept/fellows.

**Resident Fellows, “Global Borders”**

**February 15:** The Department of History at the University of Texas at Austin announces the establishment of a new Institute for Historical Studies at UT-Austin. The first two-year theme is “Global Borders,” defined very broadly, conceptually as well as geographically. The Institute seeks four residential fellows (one senior, one mid-career, two postdoctoral) for 2008-09 and also invites proposals for papers related to the theme to be given at Institute workshops. Fellowships are not restricted to historians, but projects must have significant historical content. Applications should be sent as electronic attachments to Julie Hardwick at historyinstitute@uts. utexas.edu. For more information, see http://www.utexas.edu/cola/insts/historicstudies/.

**Lawrence Postdoctoral Fellows, Liberal Arts**

**January 28:** Lawrence University, a highly selective undergraduate liberal arts college and conservatory of music (Appleton, WI), invites applications for Postdoctoral Fellows in Ethnomusicology, Gender Studies, History and Ethnic Studies, and Music Composition for FY2008-09. Initial appointments are for 2 years, with a reduced teaching load (three courses in the first year and four in the second year); fellows also participate in a faculty development program. Fellowships carry a stipend of $35,000 per year, plus benefits and a $2500 annual fund to support research and travel. Applicants must have received the PhD/M.Mus/MFA by August 2008 or within the past five years. Before January 28, send a letter of interest (including teaching and research statements), CV, and three letters of recommendation to: Lawrence Fellows Committee, Office of the President, Lawrence University, P.O. Box 599, Appleton, WI 54912. Applicants should clearly indicate in their cover letters to which department (from the list above) they are applying. See www.lawrence.edu/ dept/fellows.

**Looking Ahead**

Future ASA annual meeting sites include

- 2008: Albuquerque, NM
- 2009: Washington, DC
- 2010: San Antonio, TX
**Accolades**

Professor **Scott Herring** (English) recently published “Out of the Closets, Into the Streets: RFD, Country Women, and the Post-Stonewall Emergence of Queer Anti-Urbanism” in American Quarterly (June 2007). His first book, Queering the Underworld: Slumming, Literature, and the Undoing of Lesbian and Gay History, was released by University of Chicago Press in November. Herring and his work will be featured in the next issue of the American Studies newsletter.

Professor **John Louis Lucaites** will present work on visual representations of “the bomb” at a conference on “Photographs in Crisis” at the University of Leeds in December. No Caption Needed, a book Lucaites co-authored with Robert Hariman (Northwestern University), recently won the Bruce E. Gronbeck Award for Outstanding Scholarship in Political Communication, awarded by the Carl Couch Center for work on Social and Internet Research.

Professor **David Delgado Shorter** (Folklore and Ethnomusicology) has received a 2008 Summer Faculty Fellowship for work on online Yoeme Indian language preservation. He was also awarded a Digital Arts & Humanities Institute Fellowship for the next two years. Shorter’s article “Hunting for History in Potam Pueblo: A Yoeme (Yaqui) Indian Deer Dancing Epistemology” appears in this month’s issue of Folklore, an international journal published by Routledge Press.

**In the press: Does might make right?**

History professor Khalil G. Muhammad’s recent essay in The Washington Post highlights persistent scholarly and popular assumptions about race, morality, and social problems. In “White May Be Might, But It’s Not Always Right,” published December 9, 2007, Muhammad uses observations made by his IU students to begin a discussion of how poverty and crime are often linked by commentators to ‘self-destructive values’ when they affect blacks, but attributed to structural inequities or environmental contexts when experienced by whites. In reality, Muhammad concludes, “the real white world is as pathological, as respectable and as diverse as the black one.” According to Muhammad, response to the op-ed has been “mixed to say the least. I’m pleased by the support of many and troubled by the casual misreading of my essay by others. Some simply disagree.” Full text of the piece can be accessed at http://www.washingtonpost.com. Muhammad is author of The Condemnation of Blackness: Ideas about Race and Crime in the Making of Modern Urban America, forthcoming from Harvard University Press.

**Spring 2008 Course Offerings**

A100
Monica, Katrina, and Nicole: An Intro to American Studies (Lofton)
What Is America? (McGraw)

A200
Race/Labor in Wartime America (Inouye)
Borders, Communities, Crossings (Cruz)

A201
Paranoia & Film (Friedman)

A202
The Alien in Pop Culture (Amine)
Pregnancy & Visual Culture (Segal)

A298
Christianity & Democracy in the Americas (O’Neill)

A299
Global Tourism (Selka)

A300
Image of America in the World (Cullather)

A350
American Captivity Narratives (Lepselter)

A398
Border, Migration, Globalization (Cohen)

A399
The Story of Everyday Life (Lepselter)

G604
Native American Film & Video (Shorter)

G620
Post Colonial Metro Cinema (Martin)
American Studies of Empire (Seigel)
American Sacred Space (Linenthal)

G751
Black Music in America (Maultsby)
Variations on Blackness (Guterl & Halloran)

The Geographic as a Category of Historical Analysis (Dierks)
Race/Pop Culture in Latino Communities (Rivero)
Performing Nationalism (Stoeltje)
In the 1950s, worshippers at New York City’s Eldridge Street Synagogue sealed off their once-ornate main sanctuary, which had been ravaged by rain and structural decay. But on December 2, 2007, when the building was rededicated as the Museum at Eldridge Street, visitors re-entered the room to marvel at its enormous stained glass windows and hand-stenciled walls. IU alumna Hanna Griff-Sleven was there to welcome them.

Griff-Sleven, who completed a combined degree in Folklore and American Studies at IU in 1994, now serves as Director of Programs for the Eldridge Street Project, a not-for-profit organization that coordinated the $20-million, twenty-year renovation of this National Historic Landmark. Completed in 1887 by Jewish immigrants from Eastern Europe, the elaborate Moorish-style synagogue was once the center of a neighborhood that was home to more than 500,000 Jews by 1910. The building is now part of a thriving Chinese community on New York’s Lower East Side. Since 1986 the Eldridge Street Project has used the synagogue to launch programs, exhibits, concerts, and tours that interpret the American-Jewish experience, reflect on immigration histories and issues, and encourage local cultural exchange.

The programs that Griff-Sleven coordinates have served more than 20,000 visitors annually, with that number expected to quadruple now that synagogue renovations are complete. Upcoming programs include oral history and genealogical workshops; teacher training; an annual block party; jazz, klezmer, and vaudeville-era performances; and lectures on historic preservation and Yiddish film.

Griff-Sleven’s studies at IU set the stage for her current work. In 1994, under the direction of Sandra Dolby (Folklore), she completed a dissertation entitled “A Life of Any Worth: Life Histories of Retired Brandeis University Faculty.” In the early 1990s she directed a program that collected oral histories of Jews in Iowa, and she later became Oral Historian for the Museum of the Southern Jewish Experience in Jackson, Mississippi. In addition, Griff taught American Studies and Folklore at Grinnell College and at several universities in Japan. Before beginning work with the Eldridge Street Project, she was a program officer at the New York State Council on the Arts. Reflecting on the ways her AMST training prepared her for these endeavors, Griff-Sleven highlights the benefits of interdisciplinary research. “Engaging with multiple theories and disciplinary approaches widened my perspectives and experience,” she says. “As a result, I was able to fit myself into many a job description.”

For more on the Museum at Eldridge Street, see http://www.eldridgestreet.org/ or Edward Rothstein’s review and Robert Caplin’s photoessay in the December 1, 2007, edition of the New York Times.
American Studies
News and Views in
American Studies

By Danille Elise Christensen

Assistant Professor Scott Herring joined IU’s English Department in Fall 2007; he chose Indiana, he says, “because I wanted to work with a close-knit faculty and a vibrant community in American/cultural studies.” Herring’s first book, Queering the Underworld: Slumming, Literature, and the Undoing of Lesbian and Gay History, was published by the University of Chicago Press in 2007.

Heralded as “a persuasive polemical intervention in contemporary queer studies,” Herring’s book examines how Jane Addams, Willa Cather, Carl Van Vechten, Djuna Barnes, and others subverted slumming literatures even as they drew on their conventions. These writers chose literary forms that promised sensation and exposé, but rather than render “exotic” subcultures legible to middle-class readers, these disappointing tour guides instead cultivated “unknowing,” misrecognition, and admixture. I asked Herring to say a bit more about the book and its implications for cultural study.

DC: First, tell us a little about your background.

SH: This may seem odd, but I was trained by a wonderful Lacanian at the University of Illinois at Urbana-Champaign who first introduced me to certain strains of twentieth-century modernist poetry and queer theory. There’s a deep patience to psychoanalytic and poetic theory that I admire, but that my personal penchants at the time found difficult to accommodate (I may just be too lazy to read a poem). So I was drawn to questions of easy reading and what might happen when you can’t read something very closely.

DC: How did you come to this topic and this book?

SH: When I was a graduate student at Illinois, some of my nightlife centered around one of the larger queer bars in town, the Chester Street Club. One Saturday night in the spring of 2001 a busload—literally—of ostensibly straight sorority and fraternity slummers came to watch the “sights” on display. The manager of Chester Street promptly put up a screen over the dance floor that spelled out in block letters: “We don’t want you to see us. Please get the hell back to where you came from.” All the queers in the room started to jeer at the spectators, who slowly, slowly, slowly made their way back to the bus. I was stunned by this critical mode of anti-revelation and wanted to trace a genealogy of this moment at the historical emergence of lesbian and gay group identity in the United States.

DC: What surprised you most during your research?

SH: That an understudied literary genre—the city-mystery—contained the germ of modern homosexual identity in the West. And that Carl Van Vechten may have slept with Djuna Barnes.

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- “Blackness” and “Benton” conferences, 6

American Studies Events

February 20: Michael Adas (History, Rutgers), “Prescient Dissent: Mark Twain’s Critique of America’s Civilizing Mission in Asia.” BH 015, 4 pm.


April 4-5: “Blackness in Latin America and the Caribbean” conference (see p. 6).


April 25-26: “Thomas Hart Benton’s Indiana Murals at 75: Public Art and the Public University” conference (see p. 6).
This is part and parcel of future projects of “queer slumming” that I outline—I’m tempted to say sell—in the closing moments of the book. By this phrase (which I tie to queer of color men on the DL), I mean to invoke less a critique of ingrained methodologies from without (though that train needs to keep on running) than a resistance to calcified methodologies from within.

• DC: Queering the Underworld documents an elusive politics of anti– or non–identity. Given that legal and economic resources are often apportioned to visible and “coherent” groups, do you see a place for a more traditional politics of identity? Or do you think such consolidations are more harmful than helpful?

SH: Given the paucity of today’s public spheres, I’d never stand in the way of any sexual group identity wanting or needing or desiring to consolidate itself in the ether of liberal democratic subjecthood. Depending on context, I can’t say in advance whether a particular gathering of queers—imagined or materialized or somewhere in between—would be more harmful than helpful. Maybe, maybe not, since it’s not always my place to critique.

That’s not to say, however, that I don’t believe sexual visibility to be the steep price of a ticket into the hallowed halls of sexualized neoliberalism. These days, it seems that certain homonormative facets of U.S. populations are more than adept at securing economic resources that advance their political visibility, and I’d like for more of us to be suspicious of this since their economic and cultural capital comes at the expense of countless unidentified others. Indeed, other queers may not—have not—been as invested in these traditional forms of public identification. Likewise, I also want to point out that Queering the Underworld focuses primarily on the elusive possibilities inherent in literary forms; and literature, unfortunately, is not law.

• DC: You write that cultural critics are prone to explain and categorize the subjects of their research in order to control them. Yet, in effect, your monograph exposes the contrary tactics of Addams, Cather, Van Vechten, etc.: it presents a thesis, systematically marshals evidence, and connects seemingly disparate examples into a common (if queer) type. Given the conventions of academic discourse, do you envision a scholarly method for revealing complexity and representing muddles without attempting to resolve them?

SH: This is part and parcel of future projects of “queer slumming” that I outline—I’m tempted to say sell—in the closing moments of the book. By this phrase (which I tie to queer of color men on the DL), I mean to invoke less a critique of ingrained methodologies from without (though that train needs to keep on running) than a resistance to calcified methodologies from within.

• DC: Similarities among slumming literatures, armchair ethnography, and totalizing historical narratives are made explicit in your text. Do you consider the documentary fields of Anthropology, History, or Journalism to be inherently problematic? Or do texts like James Agee and Walker Evans’s Let Us Now Praise Famous Men (1941) or Kathleen Stewart’s A Space by the Side of the Road (1996) share anything with your own project?

SH: Not “inherently” problematic. Just because something is broken (and History capitalized certainly isn’t a “We-break- we-cry-you-break-you-buy” item) doesn’t mean it can’t be fixed, and there are too many examples of historical, anthropological, and journalistic praxis that refuse to present a totalized field of knowledge with regard to their objects of investigation. As you rightly point out, supposedly sociological works like Let Us Now Praise Famous Men—at the level of the visual and the textual—achieve something like this when they work hard to disrupt the easy assimilation of “foreign” bodies that structures something like You Have Seen Their Faces [E. Caldwell and M. B. White, 1937]. Likewise, Stewart’s early ethnographic considerations of Appalachian hollers—a conscious relative of Agee and Evans—does more of the same given that text’s relentless self-reflexivity. I think the same could also be said for queer slumming texts like Autobiography of an Ex-Colored Man [J. W. Johnson, 1912] or even later characters such as the Invisible Man’s grandfather, who asks his grandson to “overcome ’em with yeses.” This is just to say that sometimes—not always—revealing less about an Other may be an ethical project.

• DC: You introduce your book as, in part, “[a] polemic against contemporary studies of subculture” (4). Where do cultural studies go from here? What would you like to see others do with your work?

SH: Like that moment at Chester Street, I meant some of the book to be a stumbling block in some current uncritical practices of revelatory investigation, and I hope that those parts of the book trip readers up. Or, at the very least, that Queering the Underworld disappoints them a little since it refuses to put on a good show.

• DC: What’s the focus of your current research?

SH: It’s kismet that you mentioned Agee, Evans, and Stewart since I am at the tail end of another project on urban narratives and urbanity that I’m calling Another Country: The Cultural Politics of Queer Anti-Urbanism. In some respects, it takes us where Queering the Underworld leaves off. In others, it feels like a serious departure. The book charts how queer U.S.-based artists use what I term “rural stylistics” in order to fashion critiques against lesbian and gay metronormativity. I’m finishing up a chapter now on what I’m terming “modernist metronormativity” and have a final chapter to draft on the mythologization of Interstate 80 in contemporary graphic novels. The whole book is an extended critique of the urbanist bias in lesbian and gay U.S. history, but, unlike my first book, it’s taking me back to my deep South roots that I left behind when I first got into this business.

In addition to his academic pursuits, Scott Herring enjoys swimming and perusing the regional cookbooks he collects. He can be reached at tsherrin@indiana.edu.
Calls for Proposals

“Rethinking Labour: Labour, Affect, and Material Culture”

Clinton Institute of American Studies, University College Dublin
April 18-20, 2008

This conference explores the historical and contemporary implications of the labour/affect/material culture nexus. How are particular forms of affect produced and managed in the factory, the office, and service work locations? How does material culture shape habits, dispositions and affective processes in the workplace? How does affect shape identity, performance, and authority in particular kinds of work? And how might an analysis of the relationships between affect and material culture inform labour history, the sociology of work, literary studies, aesthetics, social theory, public history, and other fields that examine labour?

We invite papers that address any relationship between labour, affect, and material culture and especially welcome work that crosses disciplinary borders. Please e-mail abstracts (200-300 words) for single 20-minute papers or panels of 3-4 presenters to David.Gray@ucd.ie by February 22. In the e-mail, include presenter(s)’ name(s), paper title(s), institutional affiliation(s), contact information, and AV requirements. Questions may be directed to David Gray, or see the Clinton Institute website: http://www.ucd.ie/amerstud/

IU Symposium on Dress and Adornment

Dept. of Folklore & Ethnomusicology
April 19, 2008

In conjunction with a Wylie House Museum exhibit on 19th-century women’s fashion, the Department of Folklore and Ethnomusicology will hold a Symposium on Dress and Adornment in April 2008. We invite abstracts for 20-minute papers on any topic of dress and adornment. Please submit a 250-word abstract and a short biographical statement to Suzanne Ingalsbe at sgodby@indiana.edu. Attachments should be formatted as Word or Rich Text documents and must be submitted by February 29.

Joint Conference on Canada

MANECCS and SACS
Washington, D.C., October 2-5, 2008

The Middle Atlantic and New England Council for Canadian Studies (MANECCS) and The Southern Association for Canadian Studies (SACS) announce a joint conference on Canada. Proposals for presentations in any field of Canadian Studies are requested. Of special interest are papers and panels that examine Canadian connections to the National Capital District, recent Canada-USA commercial and economic developments, public health concerns, national defense and border security issues, the Canadian film and television industry, and the relationship of Canadian provinces to the American Northeast, mid-Atlantic, or South regions. By April 1, abstracts of 250 words should be submitted electronically to both conference co-chairs: Andrew Holman, Department of History, Bridgewater State College, Massachusetts (a2holman@bridgew.edu) and Richard Parker, Department of Marketing and Advertising, University of Arkansas at Little Rock (rdparker@ualr.edu). See www.maneccs.org/ for additional details.

Introducing Sean McGuire, AMST Admn. Manager

We’re pleased to announce that Administrative Manager Sean McGuire joined the American Studies staff in January 2008. Originally from Guilford, Connecticut, Sean earned an MA in Hispanic Literature from the University of Arizona and lectured in Spanish at Stanford University and Indiana University before becoming Assistant Director of IU’s Global Village Living-Learning Center in 2004. Expertise developed there is enabling him to spearhead undergraduate recruitment efforts for the new American Studies major. See Sean for help with course scheduling, HR and payroll issues, expense approval and budget questions, or for suggestions about premium cycling routes in the area.

Favored with an unusual ability to recall numbers and faces, Sean can also help you place the movie extra you know you’ve seen before, but can’t quite remember where. And he’s a loyal fan of the compact disc, which he values as a cohesive, deliberate whole. “It’s the last tie we have to the experience of listening to an LP—something that ought to be heard from beginning to end, song by song, in the order that the artist intended,” he says. “Think The Beatles’ White Album, The Who’s Tommy, Green Day’s American Idiot, Miles Davis’s Kind of Blue, or Pink Floyd’s The Wall.”

Sean occasionally takes time for a coffee break with wife Kimberly Geeslin (Associate Professor in IU’s Department of Spanish and Portuguese) or to show off photos of their son, Logan (20 months). A daughter is on the way in May.

Find Sean in person at 520 Ballantine Hall, or contact him at semcguir@indiana.edu or at 855-7748.
Funding Options

Native American Research

The Phillips Fund Grant supports research in Native American linguistics, ethnohistory, and the history of studies of Native Americans (but not projects in archaeology, ethnography, psycholinguistics, or teaching resources). Grants defray costs for travel, tapes, films, and consultants’ fees. The committee prefers to fund the work of younger scholars who have received the doctorate, but graduate students may also apply. Receipt deadline: March 3. Visit www.amphilsoc.org/grants/phillips.htm for an application.

Canada-US Relations

ACSUS-Enders Graduate Fellows will spend 4-6 weeks at a Canadian University or research site conducting research in the field of Canadian Studies. Applications must be received by March 31. See acsus.org/display.cfm?id=306&sub=420&dis=1.

SPAM Research and Teaching Grants

The Society for the Preservation of American Modernists (SPAM) funds articles or books about the artistic contributions of American modernists or about the history of support for the arts in the U.S. SPAM also provides grants for related college course development. Application deadline: April 1. See www.americanmodernists.org.

History of Iowa/Midwest

The State Historical Society of Iowa (SHSI) will award stipends of $1,000 to support original scholarly work on the history of Iowa and the Midwest, especially work that pursues neglected topics or new approaches to previously treated topics. SHSI invites applicants from many backgrounds, including graduate students; grant recipients are expected to publish findings in SHSI’s scholarly journal. Postmark deadline: April 15. Download guidelines from www.iowahistory.org/grants/shsi_grants/research_grants.html.

IU Anthropology Symposium: Rethinking Race

April 17-18: “Rethinking Race in the Americas: Anthropology, Politics, and Policy”

In April, internationally renowned anthropologists will speak on the concept of race, its relation to anthropology, and its relevance to the politics of the present across the Americas.

Organized to celebrate the 60th anniversary of IU’s Department of Anthropology, the symposium will present recent research in the areas of socio-cultural anthropology, bioanthropology, archeology, and linguistic anthropology.

The relation between race and anthropology evokes the scientific study of physical variation found in the human species: the cultural, linguistic, and political practices of ethnic identity formation; and the historical impact of Europe’s expansion into the Americas and its colonizing projects on other continents.

Certain signs suggest an urgency regarding an anthropological discussion on race in the present moment. The American Anthropological Association’s launch of its internet race project—a resource for scholars, teachers, and the general public—is only the most obvious example. The site represents a series of recent historical and scientific developments, the effects of which anthropologists will debate for years to come.

First, the scientific impact of bio-genetics over the last two decades—globally visible in the Human Genome Project—has virtually revolutionized understandings of human pasts and presents. Contemporary studies have questioned the relevance of conventional race categories for studies of human variation, disease, and health conditions. These same developments create linkages between race and policing (via state use of DNA in criminal forensics) and between race and genealogical identity (via the thriving DNA-ancestry industry).

Second, the global increase in ethnic identity politics in recent decades calls for a more nuanced understanding of the relation of race, anthropology, and politics. Thus, the complex and critical dialogue taking place within the discipline of anthropology has increasing public relevance.

This symposium aims not only to consider anthropology’s role in the critical representation of the human past, but also to emphasize the role the human past always plays in shaping the present.

SYMPOSIUM SPEAKERS:

LEE BAKER (Duke University)

CHARLES BRIGGS (University of California, Berkeley)

JANE HILL (University of Arizona)

JEFF LONG (University of Michigan Medical School)

YOLANDA MOSES (University of California, Riverside)

DEBORAH POOLE (Johns Hopkins University)

RICARDO SANTOS (The National Museum, Brazil)

LAURIE WILKIE (University of California, Berkeley)
Ed Chamberlain (Comparative Literature) recently published “Queering the Space of Home: Counterpublics, Sexuality and Transnationalism in Kincaid’s My Brother” (English Language Notes, fall/winter 2007), which considers how Jamaica Kincaid’s memoir fosters a queer sensibility of family and nation through representations of memory. He also presented “The Inequities and Social Criticism of Transnational Sexualities in AIDS Memoirs” at the December 2007 meetings of the Modern Language Association.

In February, Professor Stephanie Kane (Criminal Justice/Gender Studies) will give a keynote lecture at Wilfrid Laurier University, Waterloo. “Marginal Ecologies: Colonial Water Architecture in Postcolonial Port Cities” focuses on the ideas and practices that emerge around bicas (colonial water taps) in contemporary Buenos Aires. A presentation at the Central States Anthropological Society meetings in March will examine community activist and governmental discourses regarding Lagoa Abaete, a lake in northern Brazil.

Professor David Nord (Journalism) will lead a seminar at the American Antiquarian Society this summer. “The Newspaper and the Culture of Print in the Early American Republic” runs from June 18 to June 23 and focuses on newspaper form, production and promotion strategies, and use by readers. Class sessions will include readings, discussion, and archive work. Applications—available at www.americanantiquarian.org/sumsem08.htm—are due by March 14.


Accolades
March and April offer a full slate of on-campus symposia for students of culture (see page 5). American Studies faculty and staff have been laying the groundwork for two of these events, April conferences that focus on intersections among expressive culture, politics, and race.

“Blackness in Latin America and the Caribbean”

On April 4-5, participants in “Blackness in Latin America and the Caribbean” will explore how constructions of race have influenced politics, culture, and history in this part of the world. The University of Chicago’s Thomas Holt, renowned for his comparative work on the African diaspora in the Caribbean and the U.S., will open the conference, and Peter Wade, Professor of Social Anthropology at the UK’s University of Manchester, will close it. Paper sessions will be organized around the following topics:

- Revolution and Race in the Americas
- Race, Nation, and Empire in the Americas
- Multiculturalism and Ideas of Nationhood
- Mestizaje and Hybridity in Cultural/Political Movements
- Afro-Latin Music and Performance
- Teaching Race in Latin America and the Caribbean

Faculty speakers from IUB and IUPUI will represent African American and African Diaspora Studies, American Studies, Anthropology, Communication and Culture, Comparative Literature, English, Folklore and Ethnomusicology, Gender Studies, History, Latino Studies, and Spanish and Portuguese. Several prominent scholars whose work has been fundamental to the study of race, nation, and identity—including Robin Moore, Jean Rahier, and Michelle Stephens—will also participate. Thus, the conference promises to create space for interdisciplinary collaboration among IU faculty and facilitate regional and international scholarly networks. Conference attendees are also encouraged to enjoy the African American Dance Company Spring Concert, to be held in the Buskirk/Chumley Theatre on April 4 at 8pm.

“Thomas Hart Benton’s Indiana Murals at 75: Public Art and the Public University”

The American Studies Program and the IU Museum of Art are organizing a symposium to mark the 75th anniversary of murals created by Thomas Hart Benton and later installed on the Bloomington campus. Displayed in the IU Auditorium and nearby at Woodburn Hall, Benton’s murals have constituted the university’s single greatest artistic treasure. At the same time, they have been the focus of continued dispute and dialogue within the university community.

On April 25 and 26, panel discussions, campus and gallery tours, and formal presentations will investigate the history, content, and impact of this public art. Speakers will include curators from the Philadelphia Museum of Art, the Hull House Museum, and the Los Angeles County Museum of Art, as well as faculty from Columbia University and the University of North Carolina. IU administrators and faculty from History, Religious Studies, Sociology, History & Philosophy of Science, and Fine Arts will also participate in sessions that explore the controversies of public art and the roles universities play in their surrounding communities. The weekend will conclude with an address by Erika Doss, Professor and Department Chair of American Studies at the University of Notre Dame. She will speak on the social documentary tradition in interwar American art.
On April 4 and 5, scholars gathered in the Dogwood Room at the Indiana Memorial Union for “Blackness in Latin America and the Caribbean,” a conference that brought together IU faculty and specialists from farther afield. The conference’s theme was initially suggested by Jeff Gould, Director of the Center for Latin American and Caribbean Studies. Noting the recent increase of scholarship on blackness in the region, as well as rapid growth in the number of IUB faculty working in this area, Gould proposed the conference as a way to create a space for interdisciplinary collaboration at IU. Conference organizers also hoped the event would facilitate the establishment of scholarly networks between IU and other institutions.

The two-day program included twenty-four presentations, as well as keynote speeches by Thomas Holt—a distinguished historian of the African diaspora in the U.S. and Caribbean at the University of Chicago—and Peter Wade of the University of Manchester (UK), whose anthropological studies of race and ethnicity in Latin America and the Caribbean are widely respected. Papers touched upon subjects as diverse as the representation of Afro-Jamaican blackness in Japanese literature, the use of Latin American blackness in U.S. southern segregation campaigns in the 1950s and 1960s, and pedagogical implications of and strategies for teaching about race and gender. But key themes did emerge as the conference developed. Recurrent ideas included the shifting bases and components of diaspora; the use of expressive forms by black populations in the region to forge and to represent their identities; state use of blackness in constructions of official national identity; and tensions between representations of blackness arising from black communities and those authored by the state.

On Friday evening, Thomas Holt transfixed the audience with his lecture “Blood Work: The Fables of Identity, Science, and Race Mixture,” an address that examined how science has served as both a source and a legitimator of myths of race. Holt traced how “blood” moved from being a metaphor of racial heritage to being seen as a concrete vehicle for transmitting racial “contamination”—a fear that prompted, for example, the segregation of blood at blood banks in the mid-twentieth century into units marked “black” and “white.”

“Conference,” continued on page 2
On Saturday, Peter Wade delivered a keynote address titled “The State, Academia, and Social Movements: Producing Concepts of Blackness in Colombia.” A range of actors in Colombia have shaped notions of race in unusual ways. Determined to track race—and confronted with longstanding indigenous communities and long-ignored Afro-Colombian populations—the state has employed a variety of polling strategies. But each effort in this regard, Wade reminded us, creates race even as it monitors it. And in some strange way, all of these initiatives are shaped by academic interests, with local and international anthropologists acting as both experts and activists.

~ Deborah Cohn and Matthew Guterl

May 2008 marks the graduation of the first undergraduate majors in American Studies, as well as the completion of two combined graduate degrees.

**Combined Degree Dissertation Defenses**

- **Kim Trager-Bohley**  
  Journalism & American Studies  
  *Beyond Domestic Borders and Back: An American Transnational Bookseller in Southeast Asia*

  Kim Trager-Bohley’s dissertation explores the intersections among cultural globalization, transnational booksellers, and print cultures in Singapore. Specifically, her work examines how Borders Group Inc. (the parent company of Borders Books & Music) and other forces of cultural globalization have reconfigured Singapore’s print culture. At the same time, Trager-Bohley considers how various sectors of Singapore’s print culture have understood and responded to these global forces.

- **Ursula McTaggart**  
  English & American Studies  
  *Radicalism in America’s ‘Industrial Jungle’: Primitive and Industrial Metaphors in Activist Texts*

  Ursula McTaggart’s interdisciplinary project analyzes social movements at the juncture of literary studies, sociology, history, and cultural studies. Examining four twentieth-century revolutionary formations, McTaggart argues for attention to the metaphorical content of radical texts—considering, for example, the “primitive” and the “industrial” as key tropes for Marxists and anarchists—and suggests that the relationships between aesthetic and political expressions in radical movements can illuminate understandings of contemporaneous African American literature. Her work investigates the Black Panther Party, the League of Revolutionary Black Workers, the socialist project of “industrializing,” and the work of contemporary anarchists.

  In committed revolutionary groups such as these, she asks, how does figurative language influence political decisions, help recruit members, and build individual commitments?

  In the fall, McTaggart will be Assistant Professor at Wilming- 
ton College in Wilmington, Ohio.

**Graduating Seniors**

- **Erica Goldenberg**  
  Undergraduate Majors: Telecommunications, American Studies  
  Minor: Business in Telecommunications

- **Jamie Palmer**  
  Undergraduate Majors: Sociology, American Studies  
  Minors: Spanish, Latin American and Caribbean Studies, and Latino Studies
“Complicating the Compass: Displacing Directionality within American Studies”

Graduate Student Colloquium, University of Colorado at Boulder
September 19-20, 2008

This conference will examine new methodologies and configurations of directionality within American Studies. Whether Daniel Richter’s turn to “facing east,” the rise of a “global south” within Southern Studies, or larger transnational and hemispheric turns, new modes of directionality continually structure and inform the study of literature. Papers that address these turns of the compass within American Studies, as well as papers that create unconventional routes between and beyond the traditional cardinal points of the American literary landscape, are welcome. Topics might include directionality and travel; direction as metaphor (empires of love and care, personal boundaries, imagined homelands, states of exception); cartographies of desire; and interrogations of direction-based models (center/periphery, north/south weather mythologies, Pacific vs. Atlantic discourses, the American West vs. the Aristotelian West, etc.). By May 15, email 250-word in-line abstracts to: gradconferencecuboulder@gmail.com.

“How the Mail Goes to War”

Blount Postal History Symposium
Smithsonian National Postal Museum, Washington, DC
September 26-27, 2008

Postal topics are usually framed in peaceful terms: mail “binder the nation together” by enabling commerce and encouraging technological development, while stamps are “works of art in miniature” or “little paper ambassadors” of national culture and achievement. Often overlooked is the fact that when a nation goes to war, its stamps and postal system are always an integral part of the mobilization—and the relief effort. The theme of the third annual Postal History Symposium is war and the mail, broadly interpreted to include everything related to defense and the postal system in all countries and eras. Paper topics might include the organization, regulation, or delivery of mail to troops and prisoners of war; domestic mail services and letter-writing campaigns during wartime; censorship of civilian and military mail; and stamps as instruments of propaganda and commemoration. Proposals for individual papers or entire panels (submitted as a package) are welcome. By May 26, email proposals of no more than one page, along with a brief CV for each proposer, to Allison Marsh (marsha@si.edu). Each CV must contain e-mail, telephone, and street address information and name a single primary institutional or society affiliation. For more information, see www.postalmuseum.si.edu/Symposium2008.

“Bodies on Display”

McCord Museum, Montreal, QC
November 7-8, 2008

The McCord Museum of Canadian History in Montreal, in collaboration with the Costume Society of America (Northeastern Region), will host a colloquium called “Bodies on Display.” The meetings aim to foster dialogue among academics who study dress and fashion as embodied practice and those who approach it from museum, material culture, living history, and design perspectives. Abstracts for papers are sought on the following themes (research incorporating or intersecting with material culture is encouraged):

- perceptions of acceptable body covering
- fashionable immodesty in practice and marketing
- shifting standards in notions of comfort, public/private, and the relation of gender and fashion
- methods of shaping, embellishing, and displaying the body

Abstracts of no more than 600 words should be sent by June 13 to symposium@mccord.mcgill.ca, accompanied by a short (ca. 200-word) biographical statement. On a separate page, list authors’ names, addresses, telephone numbers, fax numbers, and email addresses, and designate to whom communications should be directed. Graduate students are encouraged to participate and should indicate degree status and the school and program in which they are enrolled. For more information, contact Cynthia Cooper (cynthia.cooper@mccord.mcgill.ca).

Society for American Music

35th Annual Conference, Denver, CO
March 18-22, 2009

We invite proposals for papers, panels of 2-3 papers, concerts, lecture-performances, and scholarly post-ers that address any facet of musical life throughout the Americas or that investigate American music and aspects of its cultures anywhere in the world. Especially welcome topics will address musical life in the western US and Canada, and in Mexico’s northern states; local and regional identities in Denver and the Intermountain West, the Southwest, the Pacific Rim, and California; composers and performers of art music looking westward toward Pacific Asia; connections between the music of native peoples and Euroamerican musical cultures in the West; Native American musical traditions; and topics germane to Asian American, Latino/Latina, and African American studies. The conference will include concerts and a visit to the Denver March Pow Wow. By June 15, email proposals to John Koegel (jkoegel@fullerton.edu); for more information, see www.american-music.org.

“When the French Were Here”

Champlain College, Burlington, Vermont
July 2-5, 2009

This international academic symposium will take place during the quadricentennial commemoration of Samuel de Champlain’s exploration of Lake Champlain. The celebration of historical memory and identity in the Lake Champlain Basin evokes the 150-year French presence in the region and perpetuates a tradition of earlier observances in 1909 and 1959. Entitled “When the French Were Here,” the 2009 symposium explores the experience of temporality. Though Samuel de Champlain is the “CFPs,” continued on page 4
historical subject of the event, symposium participants will explore origins and the present in the public memory. Submissions are invited in such fields as colonial history of North America, the literature of exploration and travel, the psychology of encounter, historical theory, 16th-century cartography and geography, Anthropology, and Native American historical demography. By July 1, send 200-word abstract and CV to: Professor Willard Sterne Randall, Professor Nancy Nahra, and Professor Antoine J. Polgar, Champlain College, 163 S. Willard St., Burlington, VT, 05402. For more information email randall@champlain.edu, nahra@champlain.edu, or apolgar@champlain.edu.

“Landscapes at Risk”
Baton Rouge, Louisiana
October 16-18, 2008

The 2008 Meeting of the Pioneer America Society: Association for the Preservation of Artifacts and Landscapes, held jointly with the Eastern Historical Geography Association, will feature day trips down River Road and to New Orleans, with a full day of papers on October 17. The conference committee seeks proposals for papers and panel discussions that reflect the conference theme, “Landscapes at Risk.” Papers that fit within the broader scope of landscapes and historical geography are also welcome. By July 11, submit an abstract of 200 words (including authors’ names, affiliations, and paper titles) to Craig E. Colten (ccolten@lsu.edu). See www.pioneeramerica.org for full details.

"CFPs," continued from page 3

Accolades

Professor Sandra Dolby (Folklore and Ethnomusicology) recently visited Rowan University, where she spoke about her monograph Self-Help Books: Why Americans Keep Reading Them as part of the Harrah’s Emerging Voices Series. While in New Jersey, she also discussed the reissue of her book Literary Folkloristics and the Personal Narrative during a Master Class on memoir writing. In early April, at the Western States Folklore Society meetings in Davis, California, she gave a paper analyzing classroom videos that depict American folk heroes.

Professor Helen Gremillion (Gender Studies) has accepted a job at Unitec Institute of Technology in Auckland, New Zealand. She regrets leaving Bloomington and her parents behind at the end of this term but is excited to work with poststructuralist counselors, social workers, and community developers as part of her new appointment.

Choice magazine, a publication of the Association of College & Research Libraries, recently named Professor George Hutchinson’s In Search of Nella Larsen: A Biography of the Color Line (Belknap/Harvard, 2006) an Outstanding Academic Title for 2007. Professor Christoph Irmscher’s Longfellow Redux (University of Illinois Press, 2006) received the same award. Both authors are faculty in English.

Professor Jason Jackson (Folklore and Ethnomusicology) has been invited to speak at the spring 2008 meeting of the American Philosophical Society as part of a panel marking the sesquicentennial of Franz Boas’s birth. His address will examine Boas’s American ethnographic work and suggest its implications for contemporary global debates regarding intellectual and cultural property. For more on the APS, the nation’s oldest learned society, see http://www.amphilsoc.org/faq.htm.

On April 19, Professor Stephanie Kane (Criminal Justice and Gender Studies) will attend meetings of the Association of American Geographers, where she’ll present a paper on the unintended consequences of infrastructure development in Salvador da Bahia. At the end of the month she’ll share a comparative look at urban aquatic ecology along the South Atlantic coast at “The Security of Global Port Cities: Community, Environment, and Maritime Policy,” an international conference to be held in Bloomington. Kane is conference Chair and co-organizer (see p. 5 for details). Another paper, given in Long Beach at the annual meeting of the Society for Cultural Anthropology, will suggest how water contamination becomes (in)visible as a public and legal issue in Buenos Aires.

Kate C. Lemay (Art History and AMST) has been offered a Predoctoral Research Fellowship from the Terra Foundation for American Art. The fellowship funds eleven months of study at the Smithsonian Art Museum in Washington, D.C. Lemay is investigating how park-like burial grounds for American soldiers—cemeteries built in France after WWII—have served to prompt dialogue and debate about Franco-American relations and national identities.

During the 2007-2008 term, Professor Kathryn Lofton (Religion and AMST) presented papers at the American Studies Association, American Academy of Religion, American Society of Church
At the end of April, American Studies affiliated faculty member Stephanie Kane will chair “The Security of Global Port Cities: Community, Environment, and Maritime Policy,” a conference hosted by IU’s Center for Global Change.

Anti-terrorism reforms have placed considerable focus on the vulnerability of the shipping industry to biological, chemical and nuclear weapons. The Global Port Cities international conference expands the scope of port security issues to include social and ecological dimensions. Colleagues from disciplines and professions around the world—including city planning, anthropology, and law—will offer multidimensional perspectives on issues such as water management; migration, immigration and irregular settlement; marginal and traditional local community perspectives; and fishery sustainability. Sites of inquiry include U.S. ports on the Mississippi Delta and in Puget Sound, as well as port cities in Argentina, Brazil, and the West Indies.

Papers will be organized in three sessions: “Forces of Order and Disorder in the New Geographies of the Maritime Frontier,” “Models of Participation and Forces of Exclusion: Surviving Environmental and Industrial Disaster,” and “Environmental Sustainability and Port City Development.”

During the 2008-2009 academic year she will be a Fellow in the Study of Religion and Religious History at Princeton University, where she'll complete Oprah: The Gospel of an Icon (under contract, University of California Press) and continue work on The Modernity in Mr. Shaw: Modernisms and Fundamentalisms in American Culture.

In early April, Professor Jason McGraw (History and AMST) presented at the Atlantic Emancipations conference in Philadelphia, a meeting sponsored by The McNeil Center for Early American Studies. The title of his paper was “Spectacles of Freedom: Symbolic Abolitionism, Liberal Rhetoric, and the Mobilization of Free Blacks in Mid-Nineteenth-Century Colombia.”

Professor Richard B. Miller (Religion) is Director of the Poynter Center for the Study of Ethics and American Institutions. His article “Justifications of the Iraq War Examined” was published in the March 2008 issue of Ethics and International Affairs.

Professor Shane Vogel (English) published three articles during the 2007-2008 academic year: “Closing Time: Langston Hughes and the Queer Poetics of Harlem Nightlife” (Criticism); “Lena Horne’s Impersona” (Camera Obscura); and most recently “Performing ‘Stormy Weather’: Ethel Waters, Lena Horne, and Katherine Dunham,” which appeared in South Central Review as part of a special issue on Staging Modernism.

In March, several American Studies faculty and students participated in the Central States Anthropological Society meetings, held this year in Indianapolis. Professor Stephanie Kane (Criminal Justice and Gender Studies) presented “Sense and Science in Endangered Waters: Life, Death, and Lagoa Abaete.” During a material culture session, Teri Klassen (Folklore and Ethnomusicology) gave a paper entitled “Cherokee Dolls: Distinction and Solidarity”; Professor Jason Jackson (Folklore and Ethnomusicology) was panel discussant. Later in the conference, Kellie Hogue (Anthropology) spoke on “A Symbolic Language of Feathers: Reconsidering Lakota Kinship Using 19th- and 20th-Century Historical Narratives.” And Professor Ilana Gershon (Communication and Culture) organized “Mediated Disconnections, Embodied Disconnections.” Panel member Danille Christensen (Folklore and Ethnomusicology) spoke about the ways contemporary scrapbook makers manipulate their texts to calibrate intersubjective and intertextual gaps, while Gershon’s paper, “Fifty Ways to Leave Your Lover,” discussed her recent research on why texting or emailing a desire to break up affects the way the break-up unfolds.
At the Crossroads: AMST as Interdiscipline

By Danille Elise Christensen

In February, American Studies Association President-Elect Philip J. Deloria previewed his upcoming presidential address during an installment of the IU American Studies Speaker Series. Deloria, who is Professor of History and Director of the Program in American Culture at the University of Michigan, titled his presentation “Back Down to the Crossroads: Emergent Themes and Interdisciplinaries in American Studies.” In anticipation of the 2008 ASA meetings, Deloria’s February speech explored “the crossroads” as a dynamic site in which to stop, reflect, and regroup. He recounted major theoretical orientations and topical preoccupations in American Studies as a way foreground perspectives that could help chart future trajectories.

For instance, Deloria argued that just before and after World War II, founders of AMST programs did more than construct or take advantage of Cold War politics: they also emphasized local engagement and modeled cross-disciplinary collaboration. In the 1960s and subsequent decades, he reminded listeners, American Studies encouraged the self-conscious inclusion of new materials—including popular culture and emergent technologies—and studied the power differentials constructed and sustained by categories of difference. Untangling the interwoven components of social systems led to continuing experiments with interdisciplinarity, most often by scholars grounded in a “home” department but producing work inflected with the concerns and methods of near colleagues.

Deloria suggested that the turn to transnational topics and “fields” of study—performance, disability, foodways—after the 1980s has produced a disciplinary formation that differs from the History/Literature configuration of early programs but also moves beyond delineating and exploring difference. We are, he said, at a crossroads in which at least two roads meet. At the poles of one road are an emphasis on the transnational/migrant and a contrasting focus on ethnicity/difference; this road intersects a second whose course runs from civic discourse in public arenas toward local partnerships and regional investments. An American Studies willing to step back and consider the entire vista, he argued, would establish structural relationships between area/ethnic studies clusters and programs that de-center the United States in relation to global concerns, and it would participate in greater dialogue with international scholars. Deloria’s vision for the (inter)discipline also combines K-12 and regional collaborations with broadly activist efforts that extend beyond the humanities. More attention to the ways community projects relate to environmental concerns, for example, might help to create “a world in which we can both study and live.”

Not long after Deloria spoke at IU, the American Studies Association published its comprehensive survey of American Studies programs and departments (see ASA Newsletter, March 2008:11-19). On the one hand, the report painted a bright picture of near colleagues. 2007 figures indicate that junior faculty hires have increased and are much less likely to be joint appointments; in addition, graduate offerings continue to grow, and American Studies courses are increasingly popular. Programs also report dynamic curricular offerings, with an increased emphasis on “culture,” including popular and folk studies, material culture, public heritage, and visual culture.

But other recent findings complicate this picture. Respondents indicated a predominant and continued emphasis on History and Literature in their units, and collaboration with international scholars may be affected by the fact that programs overseas tend to focus on the United States rather than adopt hemispheric perspectives. A significant number of American Studies faculty reportedly considered AMST a stand-alone discipline, although institutional colleagues were not quite convinced. Further, a March 2008 report regarding job placement among recent AMST PhDs was dismal: although programs reported producing 50% fewer earned doctorates than last year, “[t]he supply of new American Studies Ph.D.s continues to surpass demand by a high margin. Job seekers have to be prepared to look at other academic disciplines, accept part-time positions for the time being, or pursue non-teaching career paths” (ASA Newsletter March 2008:8).

Thus, American Studies faces both opportunities and challenges. Will AMST, Deloria asked, become just another hegemonic unit, entrenched in newfound disciplinary comfort and willing to cede more integrated and productive interdisciplinarity to the sciences? On the other hand, does it risk being perceived as a mere confederation of other interdisciplines that emerged in the late twentieth century? And if American Studies programs continue to hire faculty—but favor those with primary loyalties to other disciplines—where do new American Studies PhDs find jobs? Finally, how might American Studies engage undergraduates, who are often predisciplinary (or already interdisciplinary) in their orientations to the world? Attempting to answer these questions, to determine what it means to be an interdisciplinary among interdisciplines and interdisciplinary approaches, may, in fact, serve to foster the very dialogue valorized by interdisciplinary orientations.
Teaching the Wobbling Pivot: Reflections on Ambiguity, Chaos, and Learning

Editor’s note: On Saturday, April 26, as part of a two-day conference about Thomas Hart Benton’s Indiana Murals, Dr. Kathryn Lofton moderated “Public Art, Public Controversy,” a panel that addressed the possibilities of public art in the United States. Panel members included Casey Blake—past IU faculty and now Director of American Studies at Columbia University—who spoke on “The Arts of Democracy,” as well as Austen Barron Bailly, curator at the Los Angeles County Museum of Art. Bailly’s presentation was entitled “Art for America: Race in Thomas Hart Benton’s Murals, 1919-1936.” Joy Kasson, Chair of American Studies at the University of North Carolina, rounded out the panel with “Looking Forward/Looking Backward: World’s Fairs, Murals, and Thirties America.” Lofton’s response, delivered in Woodburn 100, the site of Benton’s controversial mural “Parks, the Circus, the Klan, the Press,” tied these reflections on public art to her own experiences in IU’s classrooms. Her comments highlight the challenges of helping students move toward nuanced understandings and meaningful social action. For teaching strategies that seek to address student reluctance and faculty frustration, see p. 3.

Dr. Kathryn Lofton, Response to “Public Art, Public Controversy”

In the spirit of a usable past, I wanted my comments to reflect upon the ways the research presented today might be linked to our overall thinking on the relationship between public art and the public university. With that framing, let me begin with an anecdote: When I applied for this job, I knew I had the burden of proof. I had no training in American Studies, yet needed to show I was American Studies. To do that, I conjured a syllabus titled “Finding Indiana.” The class tracked multiple Hoosiers back to their county lines, showing patterns in cultural, economic, and political development that made this state the symbolic center of the symbolic nation. Any place that could produce Eugene V. Debs and Booth Tarkington, James Dean and Orville Redenbacher, Madam C. J. Walker and Florence Henderson could, to my way of thinking, explain everything and Orville Redenbacher, Madam C. J. Walker and Florence to press their eyes to the background, to see the seams that had made their collegiate privilege, their problematic whiteness, their worrisome conservative jingoism, their economic stalemated. Writing the syllabus for an academic marketplace meant that I presumed they needed the critique of the critic. I got the job.

But this is not 1933, and world’s fairs no long capture national attention. So why was I so surprised when my Hoosier students not only knew so little about their state, their history, but also when pressed seemed resigned to its miserable underbelly? To borrow from Joy Kasson, they looked backward not to look forward, but to be reminded that their lameness has historic premise. Indiana was always poor, it was probably always racist, and there was little to do about it and sort of redundant to say, so can’t we just watch Hoosiers over and over again and stop thinking so hard about it all?

That semester, my first semester at Indiana, rotated repeatedly in my head as I read these papers, these papers that seem to express the very ambiguity that we, as scholars, seek to find (knowing as we do this is the stuff of history) even as we know it is this ambiguity that presses space between ourselves and the public, ourselves and our students, ourselves and our funding agencies, ourselves and our states.

The language of the wobbling pivot pervades these papers: “uneasy place,” “neither . . . nor,” “ambiguity,” “complexity.” These speakers did that which we do, which is precisely the pivot. Or, put in terms more local: the Benton murals were modernist and populist, meticulous and melodramatic, leftist and Republican, synthetic and serialized, racialized and radical, romantic and anarchic, nostalgic and progressive, popular and didactic, kitsch and classic, mass and avant-garde. The details, fair-time set up, and genre of the murals were proven today to be the best sort of academic subject: that is, one that never ends. Despite the assimilationist bent of the murals themselves, they endure in these scholars’ hands as bifurcated and contradictory, carrying over old styles, satirizing old racial archetypes, and participating in a classifying prowess of modernity. As such, the murals become representatives of
the scholarly enterprise itself. And I say this with no small sadness: it is this very ambiguity which may make for depressive classroom set-up. The age of the impresario is over, maybe. But if we don’t find ways to bring her back, we will lose our pedagogical persuasion. We will lose our students to an undifferentiated mural, with the past the same as the present and the foreground the same as the background, the world always the same.

The challenge for us is how to take these careful lessons of mess and self-making, of irony and obsessive display, back into our classrooms (into this room) in a way that inspires students to want to do more than give a glance and a shrug. Let us really learn from these papers, taking back the melodrama, the fair, the spectacle, the Holy Roller, and the right angle formed by Benton’s painted African-American arm. “What geography can give all Middle Westerners,” wrote Kurt Vonnegut, “[…] is awe for an Edenic continent stretching forever in all directions. Makes you religious,” he continued. “Takes your breath away.” So let’s do that: take their breath even as we remain breathless by our own brilliant subtleties. Or, as Benton himself would have it, “No more plastic values . . . let us be deliberate.”


Maguire Moves to Northwestern

Dr. Emily Maguire came to Bloomington in 2004 to teach Latin American Literature, including that of the Hispanophone Caribbean. While at IU, Maguire offered courses that included “Exile and Diaspora in U.S. Caribbean Literature,” “Negritismo and Negritude,” and “Gender and Sexuality in Caribbean Narrative.” Her own research looks at the intersection of culture and race in Cuban ethnography and literature.

When invited to become affiliated with AMST in the spring of 2005, Maguire was glad to accept: interdisciplinary in nature and concerned with the broader Americas, her work is congruent with both the methods and topics of American Studies. Involvement with IU’s AMST Program, she says, has been “one of the most positive aspects of my time at Indiana, as it’s allowed me to exchange ideas with colleagues working on a variety of fascinating projects whose work often intersects with my own in exciting ways.” Maguire participated in the Variations on Blackness workshop in 2005 and has been involved in other conferences and seminars sponsored by the program. In summer 2007 she led an Overseas Study course to the Dominican Republic. The brainchild of Matt Gutert, the course allowed students to earn credit in AMST, Spanish, and AAADS.

When Maguire returns from Cuba later this summer, she’ll begin a position as Assistant Professor in Northwestern University’s Department of Spanish and Portuguese. Reflecting on her four years in Bloomington, Maguire commends the dedication and collaboration of IU AMST faculty; she will miss “the encounters fostered by the program, as well as the chance to see my fantastic colleagues on a daily basis.”
Beyond Dualistic Thinking: Tips for Teaching

In 1968, William G. Perry attempted to describe how orientations toward knowledge affect college student attitudes and learning behaviors. *Forms of Intellectual and Ethical Development in the College Years: A Scheme* has been widely influential not only because the approaches to learning he describes are all-too-familiar, but also because his work suggests a number of practical classroom interventions.

Given the complex and contested issues that ground American Studies (see “Teaching the Wobbling Pivot,” page 1), we offer the following as information that may be useful for more effective teaching and learning. Research has found that instructors familiar with Perry’s model find it easier to establish the trust, mutual respect, and teaching strategies that aid learning.

Perry’s scheme posits four general stages of intellectual development: dualism, multiplicity, relativism, and commitment within relativism. This trajectory is not strictly linear: the process may be recursive or vary with regard to different subjects throughout an individual’s life. In simplified form, the stages are:

**Dualism** (knowledge = truth received from an authoritative source). In this mode of intellectual engagement, the teacher knows the definitive answer, and the student’s job is to record and repeat it. Dualists are often frustrated by having to “figure it out” themselves, consider group work a waste of time (their peers are not reputable authorities), or feel dismayed by texts/authorities that disagree.

**Multiplicity** (knowledge = opinion, and all opinions are equally valid). Here, students recognize that there are multiple ways to approach a problem, and they may gather and use evidence (including preconceptions or prejudices) to support conclusions. But they resist critiques of sources or reasoning (“Isn’t it all good?”) and are annoyed when answers to open-ended questions and cooperative work are graded.

**Relativism** (knowledge = contextual, not external and objective). Relativists are learning to distinguish between strong and weak evidence by considering the assumptions, stances, and methods used to create claims; they also see that not all questions can be resolved. This kind of analysis becomes a scholarly habit, but awareness of ambiguity may make relativists wary of committing to any particular idea or course of action.

**Commitment within relativism.** Here, individuals begin using critical skills to direct the course of their everyday lives. They make personal value commitments, evaluate the consequences of individual actions that might follow from those commitments, and take action even in the face of uncertainty or ambiguity.

Most college freshmen are either dualists or multiplists, and many college graduates never move into or beyond relativism. However, to help shift ourselves and our students toward ethical and reasoned action in the world, a number of scholars have suggested useful classroom strategies.

Robert J. Kloss synthesizes this work and his own experience in “A Nudge is Best: Helping Students through the Perry Scheme of Intellectual Development” (*College Teaching* 42.4 [1994]:151-58). He recommends the following:

**Choose Topics Wisely.**

Design courses around subjects and questions that allow more than one legitimate and supportable perspective. Structure assignments so that students revisit the same idea from different viewpoints.

**Assess Early.**

At the beginning of the semester, find out where your students “are” by asking for a short essay on “The Best Class I Ever Had” or “How I Learn Best and How I Know That.” Sort responses according to the Perry model.

**Foster Creative Silence.**

Set up contexts and frame (or redirect) cogent questions, then hold your tongue (aim for students talking at least 75% of the time).

• wait three seconds after posing a question
• moderate discussion by verbally making connections, praising interesting turns, asking for supporting evidence, and observing aloud when changes of opinion appear to have occurred.

**Be Patient.**

Learning involves real risks and losses as the ground starts to shift under one’s feet. Students may express frustration, and early in the semester they are often anxious that a teacher isn’t taking a properly directive role. But persist in making them talk and share viewpoints.

**Show Tough Love.**

Empathize and provide copious encouragement and feedback, but also press students to substantiate ideas with evidence.

**Use Small Groups Often.**

Groupwork helps participants experience multiplicity, see peers as viable contributors to knowledge creation, and practice offering thoughtful critique.

• Start class by asking individuals to write about a question, then discuss it in small groups for ten minutes before having open discussion. “What is the most important part of X?” requires students to compare part to whole, make a value judgment, and synthesize a response.

**Keep Track of Where They’re Headed.**

Ask, “How is the course going?” “What was the most important thing you learned this class period?” “What one question still remains for you?”

• Occasionally assess student growth through anonymous one-minute responses written on 3x5 cards. Collect and read the cards, then respond during the next class session.

**Support the Dualist.**

Offer a structured syllabus and assignments, “plentiful concrete examples, and multiple opportunities to practice the skills of complex thinking” (Kloss 1994). To reduce anxiety about how you’ll evaluate tests and assignments, work through sample questions that approach the same content from different levels of intellectual skill (comparison, synthesis, prediction, etc.). Discuss how the questions differ in terms of what they require from students, and compare appropriate and inappropriate sample answers.

**Guide the Multiplist.**

Help students practice applying non-absolute criteria for evaluation: which arguments or points, when marshaled together, are “more persuasive, stimulating, enlightening, or coherent” (Kloss 1994)?

For more on Perry and links to related research, see [www.cse.buffalo.edu/~rapaport/perry.positions.html](http://www.cse.buffalo.edu/~rapaport/perry.positions.html).
**2008-09 AI Courses**

**A200: MELTING POT OR SALAD BAR? ETHNIC FOOD AND MULTICULTURAL IDENTITIES**  
Mark Hain (CMCL)  
#18048 (2nd 8weeks), TH 2:30–4:30

Familiar metaphors used to represent ethnic identity and social interaction include the “melting pot” and the “salad bar” — and it is no coincidence that both metaphors invoke food. This section of A200 will draw on social history, folklore, literature, popular media, cookbooks, educational materials, and fad diets to analyze how identity is formed and transformed. In particular, the course considers how foods define and complicate the ways people in the U.S. identify themselves as Americans.

**A201: LEAVING AMERICA**  
Don Maxwell (History)  
#28875, MW 2:30–3:45

This section investigates how understandings of American history change when American expatriates and migrants are considered. “Leaving America” explores how race, gender, class, age, and historical contexts influence decisions to choose a new home. Students will examine historical writing and documents, movies, television shows, and works of fiction and complete a portfolio of writing and research projects.

**A201: THE JAZZ AGE AND THE HARLEM RENAISSANCE**  
Clark Barwick (English)  
#18721, MW 11:15–12:30

In the 1920s and ’30s, political, social, economic, and technological developments burgeoned in Manhattan and its surrounds. Students in this course will consider everything from jazz to paintings to novels as they explore a period critical to contemporary understandings of America. Focus will be placed on the ways race, gender, and national identity were depicted in New York City during this era, especially with regard to the construction of the Jazz Age and the Harlem Renaissance.

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**Margo Crawford accepts position at UMass–Amherst**

This August, Dr. Margo Natalie Crawford will leave IU for the University of Massachusetts–Amherst, where she has accepted a position as Associate Professor in the W.E.B. Du Bois Department of Afro-American Studies.

Crawford joined IU’s English Department in 2004, the year she also became affiliated with American Studies. Her graduate students, she says, have discovered seamless ways to connect work in both fields. Two years ago, when Clark Barwick won the AMST Gunderson Award for his comparison of Baraka and Whitman, Crawford was delighted to see how his work within her “Black Arts Movement” graduate seminar brought together literary studies and the study of cultural movements.

Her own work is rooted in African American literature and cultural movements, body politics, and intersections of race and gender. Trained at Yale University’s American Studies program, she sees her New Thoughts on the Black Arts Movement (Rutgers University Press, 2006), edited with Lisa Gail Collins, as her first published commitment to the interdisciplinary work of American Studies. The anthology is now being taught in literature, art history, and social movement courses. Her most recent book, Dilution Anxiety and the Black Phallus (Ohio State University Press, 2008) examines colorism (the meaning attached to shades of blackness) as a form of black body politics. While some writers and scholars have concentrated on the privileging of lighter-skinned blackness, Crawford analyzes the ideas tied, in black gazes, to darker skin as a sign of Black Power. Her focus on the fear of losing an original, untainted blackness emerges from her interest in the circulation of images of the phallus as writers describe ways of seeing dark-skinned blackness.

In her continued engagement with American Studies at Amherst, she looks forward to teaching twenty-first-century African American literature, comparative ethnic and black diaspora studies, black feminist theory, and other courses on what T.V. Reed describes as the “poetics of social movements.” We wish her well.
The American Studies Program is pleased to announce the hiring of two new faculty members, Norma L. Cárdenas and Christina Snyder.

Norma L. Cárdenas has been appointed to a two-year position as Visiting Assistant Professor in American Studies and Latino Studies, beginning fall 2008. A graduate in Culture, Literacy, and Language from the University of Texas at San Antonio, she has lectured on Latino cultural expressions, Mexican American culture, and cultural and linguistic diversity. She is currently completing Decolonizing Representation: Mexican American Food and Identity in San Antonio, Texas.

Christina Snyder will join the IU faculty in fall 2009 as Assistant Professor of American Studies and History. Currently a Postdoctoral Fellow and Visiting Assistant Professor at the University of Pennsylvania’s McNeil Center for Early American Studies, she graduated with a PhD in History from the University of North Carolina. Snyder’s expertise is in Native American Studies; her research has centered on captives, servants, and slaves in early America, with an emphasis on bondage and cross-cultural exchange in Revolutionary-era Creek Country. Her book-in-progress is titled Captives of the Dark and Bloody Ground: Identity, Race, and Power in the Contested American South.

Having successfully introduced students to the misdirection film in his popular A201 course on cultural paranoia this past year, Seth Friedman (CMCL), will teach the introductory undergraduate course “What Is America?” (A100) during the second half of fall and spring semesters, AY 2008-09.

Professor De Witt Douglas Kilgore (English) has been asked to join the Board of Editors of Extrapolation, a peer-reviewed journal in science fiction studies.

Kate Clarke Lemay (Fine Arts) will spend the 2008-09 academic year at the Université Paris X–Nanterre pursuing nine months of dissertation research. Her Fulbright Grant enables her to study the five American WWII-era cemeteries in France as she gathers information about this complex visual form of international relations.

Professor John Louis Lucaites’s No Caption Needed: Iconic Photographs, Public Culture, and Liberal Democracy received the 2008 Susanne K. Langer Award for Outstanding Scholarship in the Ecology of Symbolic Form.

AMST Administrative Manager Sean McGuire and Dr. Kimberly Geeslin (Hispanic Linguistics) are the proud parents of a new daughter. Born May 15 and weighing in at a healthy 9 lbs, Hayden Kay has “lots of personality” and is giving her parents and older brother Logan a run for their money.

Nancy Palm (Art History) has been awarded a Predoctoral Fellowship from the Smithsonian American Art Museum in Washington, D.C. During the 2008-09 academic year she’ll conduct research for “Unsettling Identities: Indian Iconography in Thomas Cole’s National Landscapes.” Her dissertation reexamines Thomas Cole’s nineteenth-century landscape paintings in the context of Indian imagery, Indian policy, and attitudes concerning White-Indian relations in order to position Cole’s work within broader cultural practices of identity construction.

In October, Professor Phaedra C. Pezzullo (CMCL) will give a paper on “Touring Waste and Memory Fatigue: Resisting Environmental Injustice” at the American Studies Association Convention in Albuquerque, New Mexico.

Professor Ted Striphas (CMCL), will present a paper entitled “Kindle: The New Book Mobile, or, The Labor of Reading in an Age of Ubiquitous Bookselling” at the 2008 American Studies Association meetings in Albuquerque. His book The Late Age of Print: Everyday Book Culture between Consumerism and Control will be published by Columbia University Press in 2009.

Several incoming American Studies students have been awarded AMST Graduate Fellowships for the 2008-09 academic year. Lena Brown and Erin Pauwels will be working toward combined degrees in American Studies and Art History; Ruth Reichard (History) is pursuing a PhD minor in American Studies.

Accolades

NEW AMERICAN STUDIES FACULTY

The American Studies Program is pleased to announce the hiring of two new faculty members, Norma L. Cárdenas and Christina Snyder.

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FACULTY FAREWELLS

We wish our retiring faculty well as they move on to new academic and personal adventures and also send our best with Dr. Kathryn Lofton, who has accepted a position at Yale University, and Dr. John Bowles, who has joined the faculty of the University of North Carolina. Look for profiles of these outstanding colleagues in the next newsletter.
Robert G. Gunderson (1915-1996), a scholar of American political rhetoric and founding director of the IU American Studies Program, established the Virginia La Follette Gunderson award after he retired from IU in 1985. Named in honor of Gunderson's late wife, the award has recognized outstanding graduate student essays in American Studies, History, and Communication since 1986. This year, Ed Chamberlain won the American Studies Gunderson prize for his essay "Networks of a Loca 'Desquiciada': Family, Gender, and Psychical Experience in Arenas's Antes que anochezca and Lozada's No quiero quedarme sola y vacía."

A number of recent Caribbean narratives feature the dynamic and recurring representation of queer male figures. In his essay, Chamberlain chose to analyze two such literary works—Reinaldo Arenas’s memoir Antes que anochezca (1992) and Ángel Lozada’s No quiero quedarme sola y vacía (2006). Both authors, Chamberlain argues, use the language of sexuality to shed new light on cultural dynamics in Cuba and Puerto Rico. In particular, the term loca (crazy woman)—idiomatically used to reference queer males—plays a prominent role in both works. The word is sometimes paired with desquiciada (unhinged) and indexes, in the words of scholar Diana Palaverisch, an “unintegrated subject” that inhabits peripheral spaces.

Indeed, the protagonists sketched by Arenas and Lozada are gay emigrants to the United States, dislocated both from heteronormative family and nation. In his analysis, Chamberlain suggests how the potentially demeaning and not-yet-transnational designation loca is reframed to challenge social constraints. In these narratives, queer persons may be dislocated from dominant enactments of family, community, and nationhood, but they are also enmeshed in intellectual and creative networks that revise conceptualizations of isolation and agency.

Arenas’s seventy-one autobiographical vignettes, for instance, “articulate how the familial realm is imbricated with social and national laws of desire, and also framed through heteronormative understandings of psychical health” (4). Rather than position la loca in a deviant and unstable space, however, Arenas’s reflections situate him in a productive social network of “friends, colleagues, lovers, and contacts” (5). Lozada’s work introduces electronic virtual networks to the mix, as the mobile main character (La Loca) establishes a web of contacts that enables greater freedoms even as it presents its own risks. In drawing attention to la loca amid representations of queer cultural networks, Chamberlain suggests the roles that family and sexuality play in the creation of “rather diffuse and contingent social connectivities” (10); not necessarily counterpublics, these associations nevertheless span and comment upon national and social boundaries.

Chamberlain’s decision to investigate these two works grew out of his interest in autobiography and life writing, a focus that emerges even in his free time (he enjoys watching documentaries). A combined PhD student in American Studies and Comparative Literature, Chamberlain received a bachelor’s degree in English and Spanish from The College of New Jersey, where he became involved in activism and community organizing. He earned his MA from IU’s Department of Comparative Literature in 2006 and is now in his final semester of doctoral coursework, preparing for a dissertation that will likely investigate how health and sexuality are represented in the Americas. A skilled cook, Chamberlain plans to spend more time with friends this summer when he’s not preparing for exams, making a living, or traveling.