Phaedra C. Pezzullo is Associate Professor of Rhetoric & Public Culture in the Department of Communication & Culture. Her monograph Toxic Tourism: Rhetorics of Pollution, Travel, and Environmental Justice, was published in 2007 by the University of Alabama Press as part of its Rhetoric, Culture, and Social Critique series. The book explores toxic tours—that is, organized visits to polluted or polluting sites—as cultural performances, embodied forms of democratic action that “decenter sight and script” (30). Attending to what she saw, smelled, heard, and felt during tours of contaminated sites and industry headquarters, Pezzullo analyzes how advocates for environmental justice use tourism to build coalitions, challenge existing discourses about cancer, and reframe international agreements and responsibilities. Her discussion, in the words of tourism scholar Dean MacCannell, “throws the political work of the tour into sharp relief.” She recently shared some of her thoughts about the book and about her goals as a public scholar.

**DC:** How do you characterize your work?

**PP:** My research, teaching, and service primarily engage environmental communication, environmental justice studies, tourist studies, and social movement studies. My perspective is informed by an interdisciplinary training in the humanities and the sciences, and it’s motivated by pressing issues of democracy raised by contemporary environmental and social justice movements. I draw on ethnographic participant-observation fieldwork, qualitative interviews, my own activism, popular texts, news archives, and interdisciplinary secondary research.

**DC:** One might assume that toxic tours are ‘preaching to the choir’: participants seem likely to be already concerned about the issues they’ll experience during a tour. How are these tours structured to address what Erving Goffman might call ‘ratified overhearers’—bystanders or others along the way—and how did ethnography as a methodology help you recognize and analyze these complicated audiences?

**PP:** Some toxic tours do address fellow advocates, but others invite lawmakers, journalists, CEOs, and scientists who may or may not be convinced. The reason the typical toxic tour doesn’t lend itself to bystanders is because toxically assaulted communities tend to be segregated spaces. In Chapter Four of Toxic Tourism, I focus on a toxic tour in downtown San Francisco at lunch hour to signal how touring the sources of pollution and exploitation (rather

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**Upcoming Events**

- **September 1:** Topic network for the 2009 ASA Annual Meeting opens. To organize a potential panel, submit abstracts using the form available at www.theasa.net. Proposed topics will be posted online on a rolling basis until January 2009.

- **American Studies Speaker Series:**
  - **October 21:** Tracy Fessenden (Religious Studies, Arizona State University), author of Culture and Redemption: Religion, the Secular, and American Literature (2006), will give a public lecture in Swain West 218 at 5 pm.
  - **December:** Valerie Lambert (Anthropology, UNC–Chapel Hill) will present a talk entitled “Water, Gas, and Gambling: Exploring the Contours of Tribal Sovereignty in Contemporary America.” Time and location TBA.
Help us spread the word!

If you’d like to distribute the new American Studies brochures and bookmarks or display our snappy “Think American Studies” posters, please contact Paula Cotner at pmjerr@indiana.edu.

small) profits from the book and all the money I’m making as a speaker (which has been thousands in the past year) to four of the environmental justice nonprofits who do the work that inspired the book, and they’ve been very excited about the new source of revenue. Ultimately, the goal is to help publicize their vital work and build stronger networks of support to bring about environmental justice.

• DC: What’s the focus of your current research? How does it resonate with American Studies?

PP: I’m working on a handful of projects right now. One is researching the relationship between disasters and tours, particularly Katrina Tours; many American Studies scholars have done great work on disasters or on tourism, but little has been written about the intersections of the two. Since my third chapter in Toxic Tourism is about southern Louisiana before 8/29, I wanted to revisit the area and consider how my findings from noncommercial advocacy tours might be challenged, confirmed, or revised if I focused on commercial advocacy tours. Since at least Leo Marx’s The Machine in the Garden, American Studies has been invested in questions that shape my research, such as: What is the relationship between American collective cultural imaginaries of nature and culture? Who pays for and who benefits from our alienation from the costs of technological “progress”? How can we identify possibilities to articulate the ways justice for people and a sustainable environment are inextricably intertwined?

• DC: What would you like to see others do with your work?

PP: Read it and talk about it [laughing]. Seriously, I’ve been honored and amazed at what people already have done with my work. For example, an indie rock band I never met wrote a song called “Toxic Tour” (myspace.com/thehollanddutch) that’s based on a chapter from my book. A community in Illinois invited me to do a radio interview since they’ve started hosting toxic tours. A new organization called Voluntourism.org organized a podcast with me about the possibilities of using tours for advocacy. I’ve donated all the (admittedly small) profits from the book and all the money I’m making as a speaker (which has been thousands in the past year) to four of the environmental justice nonprofits who do the work that inspired the book, and they’ve been very excited about the new source of revenue. Ultimately, the goal is to help publicize their vital work and build stronger networks of support to bring about environmental justice.

• DC: What’s the focus of your current research? How does it resonate with American Studies?

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Dr. Phaedra Pezzullo has lived in Bloomington since 2002. When she isn’t touring toxic sites, she serves on the City of Bloomington’s Environmental Commission, attempts to organize communities on Facebook, and accepts gifts of chocolate gratefully. She can be reached at pezzullo@indiana.edu.

To submit newsletter content, please contact amstnews@indiana.edu.
Many jobs are posted on the ASA website; visit theasa.net/opportunities/employment/ for details. Additionally, the following are seeking applicants:

**U of South Carolina**

Tenure-track positions in Speech Communication, Spanish, the African American Studies Program, the Film and Media Studies Program, and the Departments of Anthropology and English. For position descriptions and application information, see dept. websites at cas.sc.edu.

**U of Wisconsin-Madison**

Three openings: open-rank position in Media and Cultural Studies (commarts.wisc.edu; by Oct. 15), assistant professorship in African American lit (wisc.edu/english/; by Oct. 20), and open-rank position in African Diaspora Studies (polisci.wisc.edu/; by Oct. 30). See department websites for more information.

**Washington U, St. Louis**

African American History

Historian (open-rank) of 20C African American experience. Candidate will be affiliated with the African and African American Studies Program. Required: PhD, evidence of scholarly accomplishment, and ability to teach graduates and undergraduates. By Oct. 1, send cover letter, CV, and 3 letters of reference (under separate cover) to Chair, African American Search Committee, Washington University, Dept. of History, CB 1062, St. Louis, Missouri 63130.

**University of Wyoming**

African American/AMST

Tenure-track assistant professor position with teaching responsibilities and research interests in African American Studies and American Studies, and review toward tenure in AMST. Responsibilities include introductory AMST courses (grad and undergrad), undergraduate courses in African American Studies, and upper-division/graduate seminars. Specialization might include mass media/popular culture, visual studies, folklife/vernacular culture, literature, cultural landscapes, or transnational studies. By Oct. 1, send CV, 3 letters of recommendation, and statement of research interests to Dr. Frieda Knobloch, Search Committee Chair, American Studies Program, Cooper House, Box 4036, University of Wyoming, Laramie, WY 82071. See uwadmnweb.uwyo.edu (search assistant professor-#0881).

**Wesleyan University**

Asian American Studies

Joint American Studies/English assistant professorship in Transnational Asian American Studies. Scholars working on aspects of cultural contact and migration between Asia and the Americas are encouraged to apply, especially those engaged in historically grounded research in literary studies, cultural studies, media studies, critical race studies, and/or comparative ethnic studies. Successful candidate will teach two AMST and two English courses a year. PhD should be in hand by July 2009. By Oct. 1, submit cover letter, CV, 3 letters of reference, and 25-40 pp. writing sample to Search Committee Chairs, American Studies Program, Center for the Americas, Wesleyan University, Middletown, CT 06459. See wesleyan.edu/americas/amst/.

**Claremont Graduate U**

19C Am. Cultural Studies

The Department of English and Cultural Studies invite applications (by Oct. 6) for a joint appointment in 19C American Literature and Cultural Studies at the rank of Assistant Professor. Desired fields include Colonial/Postcolonial Studies; Gender Studies; 19C Race Relations and Ethnic Literature; U.S. Empire Studies; Comparative Study of the Americas, Transnational and Border Studies. For details, visit cgu.edu/pages/1921.asp.

**St. Louis University**

American Studies

Tenure-track appointment (assistant/associate professor) in AMST. Candidate should be a scholar of 20C urban social and cultural studies; further specialization in ethnicity and/or gender and sexuality are preferred, as well as a record of community engagement or media experience. PhD in AMST strongly preferred, in hand by August 2009. Apply online by Oct. 10 at jobs.slu.edu by uploading CV, cover letter, and sample syllabus. In addition, send 3 letters of recommendation to Matthew Mancini, Chair, Dept. of American Studies, St. Louis University, 3800 Lindell Blvd., St. Louis, MO 63108.

**Harvard Divinity School**

Latino/a Studies

New tenure-track assistant professorship in the study of Latino/a religious traditions. Candidate should be trained in theological, ethnographic, and/or literary dimensions of these traditions, and preferably offer a comparative view that takes into account race, gender, and social location. Required: PhD in hand by hire date, ability to teach at the graduate level. By Oct. 31, send cover letter, CV, writing sample/publications, and 3 letters of recommendation to Latino/a Studies Search, Faculty Search Coordinator, Harvard Divinity School, 45 Francis Avenue, Cambridge, MA 02138.

**University of Oregon**

African American Studies

Assistant/Associate Professor in African American, Comparative African American, or Black Studies. Required: PhD by Sept. 15, 2009; scholarship and teaching on people of African descent in the U.S., including those with transnational, diasporic, or comparative perspectives. For full position announcement, see uoregon.edu/~ethnic/teaching%20positions.htm. By Oct. 31, send application materials to Michael Hames-Garcia, Head, Ethnic Studies Department, 5268 University of Oregon, Eugene, Oregon 97403-5268.

**Macalester College**

Contemp. American Lit

The Department of English at Macalester College (MN) seeks an Assistant Professor of 20C and 21C American Literature and U.S. Ethnic Literatures. Applications due Nov. 1. For details, see www.macalester.edu/provost/positions/.

“Job Opportunities,” continued on page 4
West Virginia University
Latino/a American Literature

Assistant Professor with a specialization in Latino/a or Chicano/a Literatures in English. Desirable secondary fields include gender/sexuality studies, Native American studies, adolescent literature and culture, and new media studies. Anticipated areas of teaching include undergraduate and graduate courses in multi-ethnic literature, intro to AMST, American lit surveys, and genre courses. By Nov. 1, submit cover letter and CV, 20-page research sample, and at least 3 letters of recommendation to Search Committee: Latino/a American Literature, Dept. of English, Box 6296, Morgantown, West Virginia 26506-6296.

Rutgers University–Newark
19C U.S. History

Assistant professorship in 19C U.S. history. Candidate’s teaching and writing should contribute to Rutgers’ new PhD program in American Studies, which focuses on urban life, race, immigration, gender, and sexuality. By Nov. 1, send cover letter, CV, and 3 letters of recommendation to Drs. Beryl Satter and Ruth Feldstein, Co-Chairs, U.S. History Search, Dept. of History, 323 Conklin Hall, 175 University Ave., Rutgers University, Newark, NJ 07102-1814. See history.newark.rutgers.edu.

University of Washington
African American Studies

Open-rank scholar in 18C and 19C African American literature and culture. Candidate’s research should engage slavery/colonialism as part of a Black Atlantic experience; position supports a hiring initiative in comparative colonial, anti-colonial and diasporic literary cultures. Other priority areas in this initiative include ecocriticism as well as Caribbean, South Asian, and Native American literatures, histories and politics. By Nov. 7, send CV, cover letter, and the names of 3 references to Gary Handwerk, Chair, University of Washington, Dept. of English, Padelford Hall A101, Box 354330, Seattle, Washington 98195.

Lofton at Princeton; Headed to Yale

Professor Kathryn (Katie) Lofton, one of the first core faculty appointments in American Studies, is leaving IU for Yale University. Before she departed, we asked her to sum up her experiences. This is her response.

“I came to Bloomington in Fall 2006 as an Assistant Professor of American Studies and Religious Studies. Before arriving at IU in 2006, I received my A.B. (2000) from the Department of History and the Committee on Religion in the Humanities at the University of Chicago, my M.A. (2002) and Ph.D. (2005) from the Department of Religious Studies at the University of North Carolina at Chapel Hill, and taught for one year as a Visiting Professor of Religion and Humanities at Reed College in Portland, Oregon.

“My research focuses on the long twentieth century, with particular interest in the relationships among religion and consumer culture, sexual identities, and the modern self. I am at work on two book projects. ’The Modernity in Mr. Shaw: Modernisms and Fundamentalisms in American Culture’ offers a reappraisal of early fundamentalism and Christian modernisms in the United States, focusing in particular on one editor of The Fundamentalists, John Balcom Shaw (1860-1935), who was remitted from the Presbyterian ministry in 1918 following accusations of sodomy. ’Oprah: The Gospel of an Icon’ (under contract, the University of California Press) examines a contemporary international celebrity, humanitarian, and charismatic authority as an exemplar of multiple patterns in American Religious Studies. During the 2008-2009 academic year, I am a Fellow in Christian Thought at the Center for the Study of Religion at Princeton University; after my fellowship year is over, I’ll begin a new post as Assistant Professor of Religious Studies and American Studies at Yale University.

“I became affiliated with the American Studies Program at IU as a consequence of the funding for my hire, which was supplied by Commitment to Excellence (CTE) funds. However, I would say I became passionate about American Studies through my teaching at Indiana. Through my three American Studies courses (’Finding Indiana,’ ‘What Is America?’ and ’Nicole, Monica, and Katrina: An Introduction to American Studies’), I began to see how American Studies supplied a unique space for comparative, critical analysis of American popular and media cultures. Students loved the subject matter, and I loved the invitation to think creatively about incorporating literature and film, archive and visual culture into discussions of our national (and regional) self-conceptions. Plus, my fellow faculty in American Studies are a glittering cohort, so the project has always felt like an energizing, collaborative revolution.

“Bloomington—as a campus community and a town—is an incredibly special place. It fosters conversation and companionship in ways I’ve never before experienced. Working with American Studies has made me see up close how much can be accomplished by an organized, thoughtful crew of humanists. What I take with me is a sense of corporate responsibility, the sort of responsibility modeled by Matt Guterl and Deb Cohn, and echoed throughout our dedicated affiliate faculty. At its best, Indiana University is a place that offers a singular contribution to the intellectual culture of its state. American Studies is a shining star in the galaxy of heroes contributing to that cause.”

We wish Professor Lofton success in her continued contributions to interdisciplinary and energetic scholarship.

Looking Ahead

Future ASA annual meetings:
• November 5-8, 2009: Washington, DC
• November 18-21, 2010: San Antonio, TX
In June, Clark Barwick (English) was awarded a Jim and Nancy Hinkle Grant to present a paper entitled “Taking the Family Exit: Ernest Hemingway and the Narrative of Diabetes” at the International Hemingway Conference in Kansas City, MO.

Rhonda Dass-Wilen (Folklore and Ethnomusicology) has been hired as Assistant Professor and Director of the American Indian Studies Program at Minnesota State University–Mankato.

The National Endowment for the Humanities has awarded $180,000 to fully fund an NEH Institute on John James Audubon. Professor Christoph Irmscher (English) proposed and will direct the Institute, which will permit 25 teachers to study Audubon’s art and literary work “in a location close to key settings of Audubon’s life.” Irmscher is also co-organizing a conference on “Proto-eugenic Thinking before Galton,” to be held September 25-27 at the German Historical Institute in Washington, D.C. Visit www.ghi-dc.org and click on “Events and Conferences” for details.

Amanda Keeler (Communication and Culture) will be presenting a paper at the American Studies Association in Albuquerque in October. Her paper, which she’ll present as part of the panel “Radio: Medium and Metaphor,” is titled “Education through the Ether: American School of the Air and Early Radio’s Ambitious Agenda.”

New Additions

American Studies’ recent growth goes beyond the expansion of the undergraduate and graduate programs. During the late summer a number of faculty and students welcomed new children into their lives.

Clark Samuel Friedman, the second son of Carly and Seth Friedman (CMCL), made his debut on July 18, a healthy 8 lbs 6 ounces and 21 inches long.

August McGraw Wu (6 lbs 12 ounces) was born to Professors Jason McGraw and Ellen Wu (History) on the 19th day of his namesake month.

Just a few days later, on August 30, Ignatius O’Neill Sridhar also joined the American Studies extended family.

Twenty-two inches long and weighing in at 9 lbs 3 ounces, he arrived just in time to celebrate Labor Day weekend with parents Archana Sridhar (Law) and Professor Kevin Lewis O’Neill (Religious Studies).

Accolades

AMST Launches Recruitment Campaign

This fall, American Studies kicked off new undergraduate recruitment efforts. Sean McGuire and Danille Christensen created materials that include a bifold mailer, a set of three bookmarks (back shown, p. 2), a poster series, and a new window display in Ballantine Hall that all invite students to “Think American Studies.”

A graduate brochure and poster are coming soon. In the meantime, we welcome the following students who have already declared a new commitment to American Studies:

Undergraduate Majors
Gregory Briles
Kathleen Carney
Nick House
Charles Siegel

Undergraduate Minors
Jason Baker
Michael Groman
Annie Raeder

Combined PhD Students
Trevor Blank
Susan Eckelmann
Cara Kinnally
Erin Pauwels

Doctoral Minors
Ruth Reichard
Puja Sahney
Teacher Talk:
Fostering Complex Thinking through Discussion

Teacher talk in classrooms can be an important tool for helping students reflect on and improve their own learning (see "Beyond Dualistic Thinking," Currents June 2008:3). In a 1994 article, English professor Robert J. Kloss offered the following tips for facilitating classroom discussions that model, highlight, and prompt complex thinking.

Professors can guide their students, he writes, by asking questions or—building on the work of J.T. Dillon (1990:179-81)—by offering statements and observations. Instructors can use questions in order to:

- **Provide experience with alternative or paradoxical viewpoints**
  "In these essays we have two conflicting, mutually exclusive ideas about the status of black vernacular English. What now?"

- **Break claims into smaller, more digestible units**
  "Let’s take Mitchell’s first point. What evidence does he offer for black vernacular English being ‘ungrammatical’, as he puts it?"

- **Reinforce the legitimacy of alternative views**
  "So according to how we conceptualize this sentence—‘He is taller than I/me’—and at least two ways are perfectly possible—the word ‘than’ could be either a conjunction or a preposition and would change the case of the word that follows it?"

- **Require concrete reasons for rejecting a point**
  "Scott, you say the poem is lousy, but you don’t give the class any reasons beyond your statement. How about some?"

- **Highlight instances in which generalizations and appeals to authority break down**
  "I know what the editor of the text says about this poem in the paragraph that follows it, but I think he is dead wrong."

- **Reinforce the value of personal experiences**
  "So something like this happened to you once, Maria, and you felt exactly the same way."

- **Give permission to change positions**
  "When the discussion started, Alice, you thought the opposite. What happened in the last half hour to change your mind?"

And if you’re tired of asking questions, try these discussion alternatives (all bullet points qtd directly from Kloss 1994):

- **Make a declarative or factual statement:**
  "Huck is in a dilemma here; he must choose between turning Jim in and eternal damnation." (Expects elaboration)

- **Make a reflective statement:**
  "So, Dana, you think Hamlet still doesn’t have enough evidence at this point." (Shows attention; invites further response)

- **Describe the student’s state of mind:**
  "Jerry, you seem to feel strongly that Miss Emily was simply ‘crazy,’ as you put it." (Probes for further evidence)

- **Describe your own state of mind:**
  "I’m confused; five minutes ago you said exactly the opposite." (Expresses feeling; invites clarification, resolution)

- ** Invite the student to elaborate on a statement:**
  "Sandy, convince me that what you said about Atticus is true." (Probes for further evidence)

- **Encourage the student to ask a question:**
  "You might ask me why I think Miss Emily’s behavior was perfectly predictable." (Suggests overlooking of important idea)

- **Encourage students to ask questions of one another:**
  "It is possible, as Harry implies, that Hamlet loves his mother too much, in the wrong way." (Provokes controversy)

- **Describe your own status:**
  "I think ‘The Road Not Taken’ is definitely not about taking a difficult or unusual path through life. There’s no evidence for that." (May provoke controversy; encourages further probing)

- **Maintain a deliberate silence.**

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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.
ASA Annual Meeting a Boon for Faculty, Students

Since 1951 the American Studies Association has facilitated the holistic and critical study of American culture and history, sponsoring, among other projects, an annual meeting that brings together scholars from around the globe. A number of IU faculty and students participated in this year's meeting, which took place last month in Albuquerque, New Mexico.

Amanda Keeler, a PhD student in AMST and CMCL, attended the ASA for the first time and found the experience personally and professionally valuable. “This was the third conference I’ve presented at,” she recently remarked, “and it was by far my favorite.” The combination of a welcoming atmosphere and original scholarship on a range of topics convinced her that the trip had been a good investment; she also met several prominent scholars in her field.

These intellectual and interpersonal networking opportunities, says AMST Associate Director Deborah Cohn (HISP), are a prime benefit of ASA membership. “The ASA offers students (and, of course, others) the chance to make connections with scholars who have similar interests, to find out how their field of research is approached in an American Studies context, and to participate in discussions with some of the most innovative scholars in American Studies today.”

And IU representatives added their insights to the discursive mix. Keeler presented as part of a panel that explored the social impact of early radio. “The other papers were excellent,” she said, “and with good attendance, we had a lively discussion during the Q&A that continued even after the panel ended.” Cohn and AMST Director Matt Guterl (AAAD) participated in a similarly robust roundtable on Transnational Regions, and other Indiana faculty and students spoke on a variety of subjects. Presentations included:

- James Berkey (ENG): Empire’s Mastheads: Imagining an Imperial Community in the Philippines
- Elizabeth Cafer du Plessis (HIST): Rumors of Foreign Plots, Profiteering, and Hoarding of American Food Supplies during World War I
- Denise Cruz (ENG): “Gertrude Stein, love is not a bowl of quinces”: Intimacies of Queer Transnationalism in Monique Truong’s “The Book of Salt”
- Scott Herring (ENG): Another Country: Rethinking Queer Urbanity
- John Nieto-Phillips (HIST): The Rhetoric and Reach of “Hispanidad”: From Village to Ivory Tower

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Indiana University, Bloomington
November 2008

Currents: News and Views in American Studies

Upcoming Events

Emerging Scholar Research Forum
- November 19: Tanisha Ford (PhD candidate, AMST/History) will present “Beyond the Afro: Rethinking Soul and Black Power in Popular Culture.” Ballantine Hall 004, 3 pm.

Native American Studies Speaker Series
- December 1: Valerie Lambert (Anthropology, UNC–Chapel Hill) will present a talk entitled “Water, Gas, and Gambling: Exploring the Contours of Tribal Sovereignty in Contemporary America.” Ballantine Hall 004, 5 pm.
- December 8: Darren Ranco (Native American Studies/Environmental Studies, Dartmouth) will give a public lecture in Ballantine Hall 004 at 5 pm. The title is “Situating Penobscot Indian Environmental Diplomacy: Critique, Alterity, and Distinction.”
AMST inaugurates Emerging Scholar Research Forums

Tanisha Ford, AMST/HIST

This month, AMST will sponsor its first Emerging Scholar Research Forum. Tanisha Ford, a PhD candidate in American Studies and History, will present the first talk in a series intended to highlight the research of American Studies graduate students. After sharing a twenty- to thirty-minute paper, she’ll open the floor to feedback from faculty and students.

Ford’s paper is entitled “Beyond the Afro: Rethinking Soul and Black Power in Popular Culture.” Her talk considers soul culture in the period before the Black Power movement, focusing on how the cultural-political fervor generated by entertainers in the mid-1950s and early 1960s gave birth to symbols and imagery, including the “afro,” that would become extremely popular during the 1970s.

Please join us for a discussion of Tanisha Ford’s work at 3 pm on Wednesday, November 19, in BH 004. For more information about this valuable pre-professional exercise, contact Professor Deborah Cohn (dncohn@indiana.edu).

Carol Glaze Assumes AMST Admin. Manager Position

Sean McGuire, a staff member instrumental in initiating AMST undergraduate recruitment efforts, recently moved to the College of Arts and Sciences, where he now serves as Director of Recruiting and as academic advisor for COAS Exploratory Students. Though we were sorry to see Sean go, we’re now the fortunate beneficiaries of Carol Glaze’s energy and extensive administrative experience.

A native of Brown County, Carol has spent the last nineteen years cultivating connections across campus: she’s worked as Graduate Secretary in the Department of Spanish and Portuguese, Development Assistant in SPEA, and Administrative Secretary for the Center for Latin American and Caribbean Studies; most recently, she was Executive Assistant at IU’s Office of Scholarships. Not only can she balance the books and negotiate university systems, but if she can’t answer a question herself, she knows whom you should talk to instead. A keen observer of human nature, Carol is adept at building bridges and connections across campus: she’s worked in several valuable print and online publications. Next year’s annual meeting will be held in Washington, D.C.; a slightly later date than usual leaves a bit more time for preparing papers, so plan now to submit a proposal before the January deadline (see p. 5 for details).

Carol Glaze
AMST Administrative Assistant

Carol Glaze

As our Administrative Manager, Carol is the person to see for help with course scheduling, HR issues, expense approval and budget questions, and event coordination. She can also tell you the best bait to use if you’d like to land a few bluegill or crappie. Though she avoids the outdoors as a rule—“too many bugs, no climate control”—fishing is a passion, along with browsing for hidden treasures in unexpected places, from CVS drugstores to covered bridge festivals.

Not shy by nature, Carol says she’s “never met a stranger”; as a child she “would have talked to a tree.” Although neighbors called her Cotton Top because of her curly snow-blond hair, a more appropriate nickname would have been “something fast and really chatty.” “I love to laugh and sing,” she confides, “and I absolutely love people!” These include her husband of 30 years, her grown son and daughter, and her “three fabulous, beautiful” grandchildren, who range in age from 6 to 1. When pressed, she will admit that grandkids are “definitely more fun than children.” They often get to sample her baked goods (including decorated cakes) and can rest easy when it comes to vegetables: Carol doesn’t eat them.

A “servant by nature and by heart,” Carol says, “I was raised to assist in any way that I can. I take great pride in what I do and will take great pride in being a part of American Studies.” If you’d like to welcome Carol or take advantage of her many skills, stop by Ballantine Hall 520 or contact her at cglaze@indiana.edu or at 855-7748.
Many jobs are posted on the ASA website; visit theasa.net/opportunities/ employment/ for details. Additionally, the following are seeking applicants:

**U Wisconsin-Milwaukee, Am. Culture since 1945**

The Department of English at the University of Wisconsin-Milwaukee invites applications for the position of Assistant Professor in post-World War II/Contemporary American Literature and Culture. Minimum qualifications: ABD or PhD in English or equivalent field; dissertation focus on American literature and culture since 1945; evidence of commitment to scholarly research and publication. Secondary expertise in literary and cultural theory is desired, including but not limited to: gender studies, queer theory, transnational literatures, postmodern fiction/narrative, or digital literature and culture. A record of peer-reviewed scholarly publication strengthens the application. By Nov. 15, apply online through the UWM website at: www.jobs.uwm.edu/applicants/Central?quickFind=50766.

**University of New Mexico, Africana Studies**

UNM seeks applicants for a joint tenure-track position in Africana Studies and American Studies, History, Political Science, or Sociology. Successful candidate will have a record of teaching and scholarship with a significant focus on African American or Africana Studies, and will teach survey and upper division courses and a graduate seminar. By Nov. 21, send signed letter of application, CV, transcripts, an article or chapter-length writing sample, and 3 letters of recommendation to Yvonne Martinez-Ingram, Search Coordinator, College of Arts & Sciences, MSC03 2120, 1 University of New Mexico, Albuquerque, New Mexico, 87131-0001, or to ymartin@unm.edu.

**U Texas-San Antonio, Mexican American Studies**

UT San Antonio has two Assistant Professor positions available Fall 2009, pending budget approval; successful candidates will teach undergraduates and graduates, pursue an active research agenda, and provide leadership to the MAS Program and the Culture, Literacy, and Language doctoral program. Must have a PhD in Chicana/o Studies, Ethnic Studies, Anthropology, Sociology, Cultural Studies, Women’s Studies, or related field, with primary expertise in Mexican American Studies. Descriptions and application information available at http://bbl.utsa.edu; application review begins Nov. 24.

**Hobart and William Smith, African American History**

The Department of History at Hobart and William Smith Colleges invites applications for a tenure-track Assistant Professorship beginning Fall 2009 at the rank of Assistant Professor. We prefer a specialist in the colonial or Early Republic periods, but will consider specialists in later periods of US history. Ability to teach first half of the US survey required, ability to teach American slavery desirable. Hobart College for men and William Smith College for women are an undergraduate, liberal arts institution sharing a single faculty and residential campus in the Finger Lakes region of New York. The Colleges are distinguished for their strong interdisciplinary curriculum, an ambitious emphasis on international study, and programs in community service. By Nov. 25, please send CV, cover letter, graduate transcript, and arrange to have 3 letters of recommendation sent to Professor Susanne McNally, Chair, African American History Search Committee, Hobart and William Smith Colleges, Geneva, New York 14456-3397.

**Middlebury College, American Studies**

Middlebury College, Vermont, invites applications for an open-rank appointment in American Studies. Candidates should have strong backgrounds in American Studies, with demonstrable scholarly achievement and teaching experience focused on race and ethnic studies in the United States or in a transnational context that includes the United States. The position will include a crucial role in the governance and leadership of the new Center for the Comparative Study of Race and Ethnicity. Relevant areas of scholarly interest include Asian American Studies, African American Studies, Latino/a studies, discourses of race in the Americas, or race in the colonial or Republican period. By Dec. 1, submit a letter of application, 3 references (at least one of which should address teaching), and a sample of scholarly work to Michael Newbury, Director of American Studies, Middlebury College, Middlebury, VT, 05753.

**George Washington U., AMST/Women’s Studies**

The George Washington University invites applications for a tenure-track assistant professorship in American Studies/Women’s Studies. This position is for a scholar of Women’s or Gender Studies, focusing on the United States or on a transnational arena that includes the United States. Information on the position and instructions for applying may be viewed online at www.gwu.edu/~amst. Review of applications begins Dec. 1.

**U of Illinois-Chicago, Gender, Sexuality, and Popular Culture**

The University of Illinois at Chicago (UIC) invites applications for a tenure-track position as an Assistant Professor; candidate should be committed to teaching and interdisciplinary scholarship with an emphasis on some aspect of gender, queer theory, or women’s studies as they relate to contemporary popular culture. Candidates who can offer core courses in GWS and in a new joint PhD program with the Departments of Latin American and Latino Studies and African American Studies will be strongly considered. By Dec. 1, submit a cover letter, CV, writing sample, and 3 letters of reference to GWS Search Committee, c/o Ms. Geri James, University of Illinois at Chicago, Gender and Women’s Studies Program, 601 South Morgan, M/C 360, Chicago, Illinois 60607.

**Wittenberg University, Latin American/ Latino Cultural Studies**

Wittenberg University seeks an Assistant Professor of Latin American or Latino

“Job Opportunities,” continued on page 4
Cultural Studies. The successful candidate must have a passion for teaching all levels of undergraduate Spanish language as well as for teaching in areas of specialization; opportunities to teach in Africana Studies and other interdisciplinary programs exist. Candidates should have the flexibility of a generalist, employ interdisciplinary approaches, and/or study popular culture in this area, with preference given to Afro-Caribbean expertise. Native or near native fluency in English and Spanish required. By Dec. 1, send application letter, CV, 3 recommendation letters, and a letter of interest to: Chair, Department of Foreign Languages and Literatures, Wittenberg University, P.O. Box 720, Springfield, OH 45501-0720.

California Institute of the Arts, American Studies

The School of Critical Studies at the California Institute of the Arts is seeking candidates for a full-time, entry-level position in American Studies. We welcome applicants with specialties such as history, political culture and economics, or gender studies. An interest in teaching in a diverse arts environment is essential. The successful candidate will teach primarily on the BFA level. By Dec. 12, send letter of interest, CV, writing sample, 3 letters of recommendation, and two brief course proposals to: Dean, School of Critical Studies, Attn: American Studies Search, 24700 McBean Parkway, Valencia, CA 91355. See www.calarts.edu.

U Mass–Boston, Early-20C History/Literature

The Department of American Studies at the University of Massachusetts Boston invites applicants for a tenure-track Assistant Professorship. The successful candidate will teach interdisciplinary undergraduate and graduate courses in early-20th-century cultural history and literature, with strength in gender and sexuality studies. Teaching, advising, and mentoring experience in urban public institutions with diverse student bodies is desirable. PhD in American Studies, Humanities, or equivalent interdisciplinary training must be in hand by May 2009. By Jan. 20, 2009, send a description of research and teaching interests, CV, sample publications/chapters, and 3 letters of recommendation to Office of Human Resources, Search 11116, 100 Morrissey Blvd., Boston, MA 02125-3393. Inquiries: Lois Rudnick, Chair, Search Committee, lois.rudnick@umb.edu.

Research Fellowships

Postdoctoral Fellowships,
Beinecke Rare Book Library

December 15: The Beinecke Rare Book Library at Yale University offers short-term fellowships to support visiting scholars pursuing postdoctoral research in its collections (literature, theology, history, and the natural sciences). 2009-2010 Fellowships, normally granted for one month, must be taken up between September 1, 2009 and May 31, 2010; they cover travel to and from New Haven and offer a monthly stipend of $4,500. To apply, submit application form, CV, and research proposal (no more than 3 pages) to Director, Beinecke Rare Book and Manuscript Library, Yale University, P.O. Box 208240, New Haven, CT 06520-8240. Proposal should emphasize how Beinecke collections relate to the project and state preferred dates of residence. Also have 2 letters of recommendation sent to the Director. For more, see fellowships links at www.library.yale.edu/beinecke.

Institute for Historical Studies Residential Fellows, U Texas, Austin

January 15: The Institute for Historical Studies, University of Texas at Austin, seeks four residential fellows whose research contributes to the current Institute theme “Global Borders.” Applicants may be of any rank; fellowships provide full salary replacement and will begin in fall 2009. For details, visit www.utexas.edu/cola/insts/historicalstudies/fellowships/. Direct additional questions to Julie Hardwick (historyinstitute@ Austin.utexas.edu), Director.

Lemelson Center Research Awards, Smithsonian

January 15: The Smithsonian’s Lemelson Center seeks proposals for its 2009 Fellows Program, which supports projects that present creative approaches to the study of invention and innovation in American society. Appropriate projects include historical research and documentation efforts resulting in publications, exhibitions, educational initiatives, and multimedia products. Residential fellowships are awarded for a maximum of ten weeks, carry a prorated stipend, and provide access to research staff and collections. Travel to Collections Awards, which fund expenses for up to 21 business days, are also available; proposals are accepted throughout the year. For details and to search the Center’s collections, visit http://invention.smithsonian.org/research_opps.
**Accolades**

Trevor Blank (History of Education) is editing *Folklore and the Internet: Vernacular Expression in a Digital World*, tentatively scheduled for a fall 2009 release with Utah State University Press. The book will showcase eight new essays as well as a conceptual framework for the study of folklore in an Internet context.

Fordham University Press has just released *On Lingering and Being Last: Race and Sovereignty in the New World*. English professor Jonathan Elmer’s latest and highly acclaimed book explores the role of literature in conflating individuals and polities, especially in the racialized contexts of transatlantic colonial expansion.

Professor Colin Johnson (Gender Studies) will publish several articles in November. The first, an essay entitled “Camp Life: The Queer History of ‘Manhood’ in the Civilian Conservation Corps, 1933-1937” appears in a special issue of the journal *American Studies*, alongside essays by fellow IU Americanists Mary Gray (CMCL) and Scott Herring (English); Johnson authored “Homosexuals in Unexpected Places?” as an introduction to the issue. Another essay, “Casual Sex: Towards a Prehistory of Gay Life in Bohemian America,” will appear in the November 2008 issue of *Interventions: The International Journal of Postcolonial Studies*. In October, Johnson attended the annual meeting of the American Studies Association in Albuquerque and, he says, “was reminded why I decided to get a PhD in American Studies in the first place.”

Professor Stephanie Kane (Criminal Justice) recently presented “Visibility and Contamination on the Buenos Aires Waterfront: La Boca and Puerto Madero” at a conference in Hamburg, Germany. In November, she will participate in the Bryn Mawr conference “Global Port Cities and Networking” and also present “The Inquietude of Submarine Man and the Counter-geographies of Globalization” at the American Society of Criminology meetings in Saint Louis.

In October, Professor Sarah Knott (History) published *Sensibility and the American Revolution* with the Omohundro Institute of Early American History and Culture and the University of North Carolina Press. Moving beyond traditional accounts of social unrest, republican and liberal ideology, and the rise of the autonomous individual, her book offers a new interpretation of the American Revolution as a transformation of self and society.

Kathleen McConnell (CMCL) has an article coming out in the December issue of *Communication and Critical/Cultural Studies*. It’s entitled “The Profound Sound of Ernest Hemingway’s Typist: Gendered Typewriting as a Solution to the Problems of Communication.”

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**ASA 2009: CALL FOR PROPOSALS**

**“Practices of Citizenship, Sustainability and Belonging”**

Washington, D.C.

November 5-8, 2009

**Conference Theme:**

The Program Committee for the 2009 Annual Meeting seeks proposals that explore the following questions: What are the practices that define us as citizens? What are the practices that have sustained and can sustain human communities and the planet? What are the practices that create a sense of belonging in our lives? And, when considering the practices that delimit those communities, what costs are exacted by specific constructions of belonging and citizenship? What is sustained, and how is power enacted, in the rituals and practices of individuals and institutions? The committee also encourages papers that discuss how notions of sustainability have transformed the theory and practice of citizenship and belonging locally and globally, past and present. Presentations that consider the role of American Studies in furthering sustainable practices and upholding human rights are also welcome.

**Who Can Participate?**

The Committee invites colleagues in American Studies and related disciplines to submit proposals for papers, sessions, exhibits, performances, films, workshops, conversations, or other formats on any topic dealing with American cultures.

**Submission Guidelines:**

Proposals must be submitted through the ASA’s online system, which will open 12/1/08 and close 1/26/09. Visit www.theasa.net/annual_meeting/page/submitting_a_proposal/ for complete details.
last month, American Studies and Religious Studies invited Dr. Tracy Fessenden, Associate Professor of Religious Studies and Women's and Gender Studies at Arizona State University, to give a public lecture. Fessenden recently published *Culture and Redemption: Religion, the Secular, and American Literature* with Princeton University Press (2007). That book examined how the writings of Emerson, Stowe, Twain, Gilman, Fitzgerald, and others promote a narrative in which Protestant identity (grounded in the free exercise of personal agency) becomes the foundation for a rational, democratic civil identity. Fessenden argues that this story of secularization tends to disguise the violent exclusions often perpetuated in the name of liberalization.

On October 21, Fessenden explored this theme with regard to contemporary socio-political contexts. In “Secularism, Violence, and Feminist Critique,” she traced how seemingly disparate projects have disavowed violence in similar ways: some liberal feminists and secular officials, she argued, have located injustice within a barbaric ‘past’ coeval with more enlightened ways of life. Secularism, she noted, requires the construction of a backward Other. As case studies, she discussed convergences between the discourses of Ayaan Hirsi Ali and Bush administration policymakers.

A Somali émigré who was awarded political asylum by the Netherlands (and later became a member of parliament), Ali is now both a feminist advocate and a research fellow at the American Enterprise Institute. In her controversial memoir *Infidel* (Free Press, 2007), she disowns her Muslim identity, emphasizing a link between religious creed and violent forms of repression, including terrorism, honor killings, and female circumcision. Ali advocates a rational Islam, in which adherents choose the best bits from texts and practices they recognize to be both historical and flawed.

_In liberalization rhetoric, “violence goes undercover”; violence is not Ours, but Theirs._

Ali’s narrative, Fessenden argued, has much in common with Muslim World Outreach, a U.S. State Department initiative that has sought to liberalize the Muslim world by remaking educational, cultural, and religious systems, emphasizing choice and autonomy rather than adherence to mystical religious tradition. Fessenden also linked Ali’s assertions to those of feminist scholars who have identified minority populations as more sexist than other culture groupings, and to conservative pundits who justify attacks on Islamic populations in the name of freeing women from oppression.

In these logics, she argued, ‘freedom’ is made synonymous with stepping back to observe false consciousness, and religion (or ‘traditional culture’ more generally) is characterized as a monolithic application of literalist readings. By casting secularism as enlightenment, the wholesale condemnation or elimination of cultures becomes a project in support of a greater good. Thus, Fessenden argued, in liberalization rhetoric, “violence goes undercover”; violence is not Ours, but Theirs: They leave Us no choice in our response.

By way of conclusion, Fessenden warned against assuming that injustice stems from internal weaknesses of backward cultures. The secularization narrative, she said, is a hopeful, self-congratulatory story that can be used to legitimate violent interventions. When considering what part religion should play in public life, then, she urged scholars to consider other options for imagining the relationship between religion and freedom. What, in fact, is the status of church/state separation in the United States? Should the state be adjudicating ‘legitimate’ religion? Is religious violence different or worse than any other kind? Historically, how did ‘agency’ become a privileged category in the U.S., a marker of that which is ethnically and socially valuable?

Teasing out distinctions between practices, epistemologies, beliefs, and moral goods is a fraught process; in fact, as Fessenden noted at the end of her talk, her own questions ironically valorize critical distance, the “free thinking” that forms a basic premise of secularism itself. -DEC
Murderesses, Milliners, Landladies: History Professor Explores Perceptions of Women’s Work and Leisure

By Danille Elise Christensen

A self-described “historian through and through,” Professor Wendy Gamber nonetheless has a knack for choosing engaging topics that transcend disciplinary boundaries. In her current research—on the life and times of an alleged murderess in late-nineteenth-century Indianapolis—she’s exploring the roles class, gender, race, politics, criminal justice, family, work, and cities play in the process of self-making—in this case, among outwardly respectable middle-class women.

Her previous work has taken an opposite approach, using multiple cases to clarify broader social phenomena. *The Female Economy* (Illinois, 1997) aimed to expand the scope of labor history by investigating changes in the dressmaking and millinery trades. And *The Boardinghouse in Nineteenth-Century America* (Johns Hopkins, 2007) surveys a range of records, including diaries, published anecdotes, vernacular jokes, cartoons, and classified ads, to reconstruct the role of boardinghouses in the popular imagination. In this recent book Gamber demonstrates how the proverbial landlady—a cold-hearted, tightfisted, calculating predator—and her ostensibly lazy, extravagant, promiscuous, and/or gossiping boarders were crucial to the construction of “home” as an idealized separate sphere. In practice, however, the lines between contract/sentiment, profit/benevolence, work/repose, and sociability/privacy were less clearly defined and hardly stable.

Professor Morton Keller, Gamber’s dissertation chair at Brandeis, encouraged her to place her subjects in this kind of broad social and cultural context, and her peers in the History of American Civilization program there included many “American Studies types: environmental historians, scholars who analyzed captivity narratives, advice books, and the like.” I asked Gamber to tell an IU American Studies audience more about the goals and the methods behind *The Boardinghouse in Nineteenth-Century America*.

DC: So: why boardinghouses?

WG: In *The Female Economy* I had argued that nineteenth-century workers in the custom fashion trades learned in workshops run by “mistress” dressmakers and milliners, not in homes: dress- and hat-making represented female craft traditions, not the home sewing that “all” women supposedly learned at their mothers’ knees. As I began thinking about other entrepreneurial occupations involv-

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**Upcoming events of interest**

- **Jan. 16:** City Lights Double Feature, *The Gold Rush* (Charlie Chaplin, 1925) and *The General* (Buster Keaton, 1927). 7 pm, Radio-TV Center, Room 251.
- **Jan. 20:** Werner Sollors, “African American Intellectuals in Europe in the Interwar Period.” Patten Lecture. 7:30 pm, Chemistry 122. For details, see www.patten.indiana.edu.
- **Jan. 22:** Werner Sollors, “Heil, Johnny”: Billy Wilder’s *A Foreign Affair*, or, The Denazification of Erika von Schiltow.” Patten Lecture. 7:30 pm, Chemistry 122.
- **Jan. 26:** ASA 2009 proposals due. See www.theasa.net for complete details.
- **Feb. 20:** Lynn Nyhart, “(E)migration, Isolation, and Evolution: German and American Contexts for Ernst Mayr’s Biogeography.” Sponsored by History & Philosophy of Science. 4 pm, BH 003.
ing women, I realized that boardinghouse keeping was a form of labor that combined gainful employment with the unpaid labor that women typically performed for their families. And I thought it would be interesting to take this kind of labor seriously.

- DC: What surprised you most as you got into the topic?

WG: First, that boardinghouse keeping aroused so much controversy. It was clearly "women's work"—the history of boardinghouse keeping includes no contests between male and female workers over sexual divisions of labor, no movement of women into "men's" jobs. Unlike dressmaking and millinery, boardinghouse keeping indisputably harnessed women's household skills. Of course, it was precisely this blurring of the metaphorical boundaries between home and marketplace that led commentators to argue that boardinghouses were not "homes."

Second, I was surprised by the ways boardinghouse keepers fought back with their own inventive terminology, preserving their gentility and their rhetorical distance from the market by claiming to host visiting "friends," run "private" boardinghouses, or preside over "private families." In fact, they had me fooled. I initially assumed that boarding in a "private family" was distinct from living in a boardinghouse. Then I began reading the diary of Susan Brown Forbes, a Bostonian who sheltered anywhere from eight to ten people who paid her for housekeeping services. One day in 1863, Forbes noted that she had placed an ad in the [Boston] Transcript. I read the Transcript, found her ad, and discovered that she described her household as a "private family."

- DC: You present several case studies to illustrate who boarded, who took in boarders, and what their establishments were like. How did you discover these individuals?

WG: The simple answers are friends and luck.

Shirley Wajda at Kent State told me about Susan Brown Forbes's diary—it turns out it's in a microfilm series that's included among the holdings of the Wells Library. And Stephanie Bower (IU Southeast) found out about the letters of Richard and Nettie Barker—a couple who boarded, separately or together, for much of their married life—in the course of her own research on the emergence of the middle class in nineteenth-century Kentucky. I found the disgruntled bachelor Timothy O'Donovan through a WorldCat search and stumbled upon the diary of Catherine Thorn (a "widow of means") at the Schlesinger Library in Cambridge, Massachusetts, while I was researching the YWCA's "boarding homes."

I'm sure that there's a lot more material out there—sources like these are not necessarily catalogued with one's specific topic in mind. I gave a public talk last November at the Hagley Museum and Library in Delaware and a sizeable percentage of the audience had either grown up in boardinghouses or had mothers, grandmothers, great-grandmothers—you name it—who kept boardinghouses. If only I'd given the talk before I published the book!
good shoes & cherry cordials: AMST rings out the semester in style

AMST faculty, students, children, and animal companions gathered in Ballantine Hall to enjoy homemade candy and other seasonal treats at the end of a busy semester. Gratitude to Carol Glaze and to Paula Cotner for facilitating our good humors!
Making connections: Clinton Institute offers critical feedback and international networking opportunities

Last July, Tanisha Ford was invited to summer school—in Ireland. Ford, a combined PhD student in American Studies and History, spent a week at the Clinton Institute for American Studies. A research center at University College Dublin, the Institute honors Bill Clinton’s role in the Irish Peace Process and works to foster transatlantic perspectives on American history, politics, and culture.

Each year, advanced graduate students and junior faculty from around the world participate in lectures and workshops led by distinguished international scholars. In 2008, the summer program faculty included Donatella Izzo (University of Naples), Cindi Katz (City University of New York), Liam Kennedy (University College Dublin), Eric Lott (University of Virginia), and Werner Sollors (Harvard University). Ford enrolled in Donald Pease’s week-long workshop on American exceptionalism; discussions of selected readings took place in what Ford describes as a “homey historic mansion.”

Workshop participants also presented their own scholarship for critique. Research topics ranged from architecture in Las Vegas to transgendered women in rural America. Ford—who studies soul culture—was especially interested in “one Irish gentleman’s work on representations of hip hop culture in The Wire.” During the week, she said, “I was able to see more transnational connections in my own work. Anyone seriously interested in American Studies should have a chance to engage with people who are studying in non-U.S. contexts.”

These moments of connection continued outside of class, in shared on-campus apartments and during downtime on the streets of Dublin. Ford remembers asking two peers from the United States if they were familiar with Nina Simone—and then, she recalled, “we walked into a wine and spirits store and guess who’s on the radio? Nina Simone! Singing ‘Young, Gifted, and Black!’ Here was a song from the late 1960s—one that my American friends didn’t know—and it’s playing in twenty-first-century Dublin!”

In all, Ford says, attending the summer program was “one of the smartest decisions I’ve made for my professional development. I’m still seeing an impact on my work.” She now belongs to an “international cohort of scholars” that offers not only friendship, but also faculty recommendations, updates about intellectual happenings, and critical feedback. According to Ford, faculty “went out of their way to make themselves available” during the week, and participants quickly developed a strong sense of community. “It’s one of the most genuine spaces I’ve been in for a long time,” she concluded.

Fees for registration, tuition, and campus accommodation in 2008 were €650; airfare is an additional cost. Ford recommends that potential applicants begin now to locate funding sources, update CVs, and prepare a 20-35 page writing sample. Applications are due in mid-spring. For more information about last year’s program, see www.ucdclinton.ie/summerschool2008.htm.
Accolades

Professor Sonya Atalay (ANTH) published “Pedagogy of Decolonization: Advancing Archaeological Practice through Education,” a chapter in Collaborating at the Trowel’s Edge: Teaching and Learning in Indigenous Archaeology, edited by Stephen W. Silliman (University of Arizona Press, 2008). And with Amy Lonetree, she wrote “The Dissertation Writing Process: Tips for Completion,” published in Archaeologist’s Field Handbook (AltaMira Press, 2008). Atalay also recently began research funded by a $2.7 million 7-year grant from the Social Science and Humanities Research Council of Canada. The project, titled “Intellectual Property Issues in Cultural Heritage: Theory, Practice, Policy, Ethics,” is a collaborative venture with indigenous and other communities; it will investigate twenty case studies around the globe that involve issues of intellectual property in heritage and archaeology. More information can be found at http://cgi.sfu.ca/~ipinch/cgi-bin/.

In October, Distinguished Professor Emeritus Richard Bauman (FOLK, CMCL, ANTH) received a Lifetime Scholarly Achievement Award from the American Folklore Society. The award, which is the Society’s highest honor, recognizes the outstanding achievements of a living senior scholar. Bauman’s recent accomplishments include winning the Edward Sapir Book Prize, bestowed by the Society for Linguistic Anthropology in 2006. A prolific author, Bauman has also guided hundreds of students in the ethnographic study of expressive forms. He retired in May 2008.

Professor Ilana Gershon (CMCL) published “Email My Heart: Remediation and Romantic Break-Ups” in the December 2008 issue of Anthropology Today. She also edited an In Focus section of American Anthropologist. “Culture in the Spaces of No-Culture” includes articles about the U.S. military in Iraq and Afghanistan and the use of the cultural defense in U.S. court cases.

No Caption Needed: Iconic Photographs, Public Culture, and Liberal Democracy (Chicago, 2007), by Professors John Lucaites (CMCL) and Robert Hariman, has won the NCA’s Winsans-Wicheln’s Memorial Award for Distinguished Scholarship in Rhetoric and Public Address and the Diamond Anniversary Book Award. It also received Kappa Tau Alpha’s Frank Luther Mott Journalism and Mass Communication Award. Lucaites will deliver the William Norwood Brigance Lecture at Wabash College in April.

In October, the University of Texas Press released Brazil Imagined: 1500 to the Present, a cultural history written by Professor Darlene J. Sadlier (HISP). Analyzing visual arts, literature, film, and other media, the book explores internal and international representations of Brazil.

Professor Ellen Wu (HIST) published “‘America’s Chinese’: Anti-Communism, Citizenship, and Cultural Diplomacy during the Cold War” in the August 2008 issue of Pacific Historical Review.

RESEARCH FELLOWSHIPS IN THE HUMANITIES

The Harry Ransom Center
University of Texas at Austin

The Harry Ransom Center awards up to 50 fellowships each year. These include six dissertation fellowships, as well as travel stipends and short-term residential fellowships for postdoctoral researchers.

Applicants must demonstrate that they need substantial on-site use of the Center's collections (36 million manuscripts, 1 million rare books, 5 million photographs, and 100,000 works of art, plus major holdings in film, television, and the performing arts).

American Studies scholars can peruse material about icons from Mae West to Mike Wallace, Gertrude Stein to Gloria Swanson, Langston Hughes to Lillian Hellman. Areas of study include:

- Architecture
- Art & Art History
- Cartography
- Film & Television
- Gay Studies
- History
- History of Science
- Jewish Studies
- Latin American Studies
- Linguistics
- Literature
- Music and the Performing Arts
- Philosophy and Religion
- Photography
- Publishing and History of the Book
- Women’s Studies

Scholars honor groundbreaking mentor

Américo Paredes: Intellectual Legacies

Fifty years ago, University of Texas professor Américo Paredes published *With His Pistol in His Hand: A Border Ballad and Its Hero*. As it explored the history and meanings of “El Corrido de Gregorio Cortez”—an historical ballad whose hero takes on the Texas Rangers—this 1958 study also helped to reorient studies of expressive culture. While much work on vernacular texts and folklore performances had emphasized articulations of solidarity, Paredes's work honed in on how cultural forms can define and contest power differentials. His later work continued to explore the Texas-Mexican border as a site of cultural struggle and to establish Mexican American Studies as a legitimate scholarly project.

At this fall's meetings of the American Folklore Society, a number of American Studies scholars—many of them students or colleagues of Professor Paredes during his decades in Austin—took occasion to assess the continuing impact of Paredes’s work on cultural scholarship. IU’s John McDowell (Folk) organized the two sessions, and several presenters were IU AMST affiliated faculty.

Richard Bauman (Folk, Cmcl, Anth), who with Paredes in 1972 co-edited the influential *Toward New Perspectives in Folklore*, honored his colleague in 1981 with the Festshrift *And Other Neighborhood Names: Social Process and Cultural Image in Texas Folklore*. In his October 2008 presentation, Bauman suggested that Paredes not only helped to initiate Border Studies, but in his work on the décima—an intimate, dialogic, poetic form—Paredes also anticipated scholarly interest in hybridity, intertextuality, and the social implications of genre. And Beverly Stoeltje (Anth, Folk) highlighted Paredes’s 1963 work on the cowboy as a nationalist symbol in the U.S. and Argentina, revealing Dr. Paredes’s careful attention to the histories of cultural commonplaces and to the interests for which these symbols and forms are employed.

Other presenters included Olga Nájera-Ramírez, who explored Paredes’s critique of ‘scholarly objectivity’ and his active connections with scholars in Mexico and South America; José Limón, who suggested that Chicano/a Cultural Studies would do well to apply Paredes’s paradigm and take “democratic expressive experience” more seriously; and George Lipsitz, who read *With His Pistol in His Hand* as an invitation to turn hegemony on its head, using its own tools. Charles Briggs underscored Paredes’s focus on folklore as an inter-group phenomenon, stimulated by social difference and conflict; María Herrera-Sobek explored Paredes’s non-academic writing—his poetry and novels—as precursors to postcolonial theories of race and class; and Ramón Saldívar argued that Paredes’s foray into borderland theory actually began with his experience as a soldier and journalist in Japan during the 1940s.

In paying tribute to Paredes as mentor and scholar, panelists concurred that Don Américo’s intellectual legacy has not been exhausted over the past half century; instead, it stands as a resource that can continue to inspire new perspectives on the politics and performances of culture. To that end, a number of these presentations will be published in an upcoming issue of the *Journal of American Folklore*.

~DEC

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.
In July, a number of Indiana University faculty, including American Studies professors Micol Seigel and Stephen Selka, will travel to Tepoztlán, Mexico, to participate in the 2009 Tepoztlán Institute for the Transnational History of the Americas. Seigel, a member of the conference’s organizing collective, describes the Institute as “a sustained conversation over a week’s worth of panel sessions and informal discussions.”

Conceptualized in 2003 as a way for scholars in the United States and Latin America to participate in sustained dialogues, the meetings also aim to move cultural histories beyond the constraints constructed by national borders. Themes of past meetings include “Contact Zones,” “Cultural Studies North and South,” “Rethinking Empire,” and “Globalization and Resistance.” This year, faculty and advanced students, including IU’s Cierra Thomas-Williams, will explore the theme “Revolutions and Heterotopias.”

“The length of the meeting, along with its sweet sociability,” says Seigel, “facilitate the most satisfyingly deep sorts of intellectual engagement.” Program activities include presentations, roundtable and theory discussions, and time to enjoy each others’ company.

Seigel notes that Tepoztlán, a cobblestone town set in the rolling hills south of Mexico City, “provides a gorgeous backdrop” for interaction among scholars from around the globe. Participants in past years have hailed from the University of Salamanca, Yale, the University of Puerto Rico, Catholic University of Peru, USC, Cornell, the University of Tokyo, and CIESAS. In 2009, IU, Duke, the University of Pennsylvania, NYU, Lewis & Clark College, and the University of Georgia will help sponsor the event.

For photographs and more information about the Institute, see www.lclark.edu/~tepo/. Graduate student applications for the 2010 meetings will be available in the fall.
Halloran to serve as DGS, Associate Director in Academic Year 2009-2010

Since 2005, Dr. Deborah Cohn has served as Associate Director of the American Studies Program, and in January 2008 she took on additional duties as Director of Graduate Studies. Reflecting on her time as DGS, Cohn notes the multiple rewards of interacting with AMST graduate students, both during coursework and as they prepare for exams. “Seeing students bridge the work in their home departments with what they’re doing in American Studies has been a favorite part of the job,” she says. She’s also enjoyed the variety of projects and interests that doctoral students bring to the program.

When Cohn begins a well-earned sabbatical next year, Vivian Halloran, AMST affiliated faculty in Comparative Literature, will assume these responsibilities and the benefits they bring with them. Born and raised in Puerto Rico, Halloran came to the United States in 1987, where she finished high school and went on to major in Spanish and English at the University of Colorado, Boulder. She later earned a PhD in Comparative Literature from UCLA, with an emphasis in Caribbean literature, and joined the IU faculty in 2002.

“Energetic, enthusiastic, and curious” are adjectives that describe Dr. Halloran’s personality as well as her intellectual contributions. Her publications span a range of subjects, including the narrative treatment of race and gender in relation to foodways, mental health, and the physical body. Halloran’s most recent book is Exhibiting Slavery: The Caribbean Postmodern Novel as Museum, forthcoming from the University of Virginia Press in Fall 2009. Currently, she’s working with AMST Director Matt Guterl to co-edit Markings: Blackness and Global Culture, a collection of essays on blackness in the modern world.

In addition, Halloran is completing a book-length analysis of culinary memoirs written by immigrants to the United States. Approaching food preparation and consumption as performances of cultural and national identities, Halloran argues that the personal and familial accounts she’s studied “constitute a record of how immigrants and their children become acculturated to the U.S. by changing or preserving their traditional foodways.” Her Spring 2010 section of G604 (Perspectives in American Studies) will draw on her expertise with foodways and the Caribbean, since these topics “lend themselves to interdisciplinary and inter-American discussions.”

As a well-earned sabbatical leave next fall.

AMST Associate Director
Deborah Cohn (HISP), shown here with son Ben in 2008, will begin sabbatical leave next fall.

Professor Vivian Halloran (CMLT) will bring expertise in foodways and Caribbean literature to the table when she teaches G604 (Perspectives in American Studies) in Spring 2010

Beginning this summer, graduate students in American Studies should contact Dr. Halloran for advice regarding combined degrees and doctoral minors; she can answer questions about which classes to take, whether departmental courses will count toward your American Studies degree, and how to prepare for qualifying exams. She can be reached at vhallora@indiana.edu.
Accolades

Professor Yeidy M. Rivero (Communication & Culture) was invited to be a Resident Scholar at the University of Pennsylvania’s Annenberg School for Communication during Fall 2009.

Graduate student Cierra Olivia Thomas-Williams (Gender Studies) was chosen to attend the Tepoztlán Institute for Transnational History of the Americas in July 2009 (see p. 1). Thomas-Williams also recently published three book reviews: her commentary on Globalization and Race (ed. Clarke and Thomas) was published in the Journal of International Women’s Studies (10.2, 2008). She also reviewed Mammy: a Century of Race, Gender, and Southern Memory (Wallace-Sanders) for a special issue of e-misférica on the topic “Race and Its Others” (5.2, 2008).

An excerpt of Uneven Encounters: Making Race and Nation in Brazil and the United States, just released by Duke University Press, has been published in the inaugural issue of the online Journal of Transnational American Studies (http://repositories.cdlib.org/acgcc/jtas/). Uneven Encounters explores cultural exchange between the United States and Brazil in the 1920s and the impact that exchange had on ideas of race and nation in both places. The book’s author, Professor Micol Seigel (AMST and AAADS), will also join Thomas-Williams and Professors Stephen Selka (AMST and AAADS) and Lessie Jo Frazier (Gender Studies) at the Tepoztlán Institute for Transnational History of the Americas this summer.

Professors Kevin Lewis O’Neill (AMST and Religious Studies) and Alexander Laban Hinton (Rutgers) have edited Genocide: Truth, Memory, and Representation. The collection of anthropological work explores official and unofficial remembrances of mass violence in sites that include the Balkans, East Timor, Germany, Guatemala, Indonesia, Nigeria, Rwanda, and Sudan. It will be released this month by Duke University Press.

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

UPCOMING EVENTS

March 6

March 7
Judah Cohen (Ethnomusicology, Jewish Studies, AMST), keynote address, HGSA Paul Lucas Conference. 12:45 pm, IMU. For full details, see www.indiana.edu/~hgsaconf/2009-conference/.

March 9
Linda Mizejewski (Ohio State), “Meryl Streep: Voice, Body, and Embodiments of Feminism.” 4 pm, Ballantine Hall 244.

Mia Bay (Rutgers), “‘If Iola Were a Man’: Gender, Politics and Public Protest in the Work of Ida B. Wells.” 4 pm, Bridgwaters Lounge, Neal-Marshall Black Culture Center.

March 10
Carol E. Anderson (Emory), “Allies of a Kind: India and the NAACP’s Alliance to End Racial Oppression in and from South Africa, 1946-1951.” 7:30 pm, Dogwood Room, IMU.

March 27
Frank McCann (New Hampshire), “Revising Interpretations of Brazilian History in Light of Archival Research.” 3 pm, location TBD.

March 30

April 15
Susan Gillman (UC Santa Cruz), “Black Jacobins and New World Mediterraneans: Spectres of Comparison.” 4 pm, Sassafras Room, IMU.
Two members of the American Studies faculty were among the five IU professors recently named Outstanding Junior Faculty. Scott Herring (ENG) and Ted Striphas (CMCL) were both awarded $14,500 in support of their academic projects.

Among other accomplishments, Dr. Scott Herring received the IU Trustees Teaching Award in 2008 and is also the recipient of two recent grants, one from New Frontiers in the Arts and Humanities, and another from the College Arts and Humanities Institute. His book Another Country: Queer Anti-Urbanism will be released by NYU Press in 2010, and he’s currently editing “Regional Modernisms,” a special issue of MFS Modern Fiction Studies (55.4, 2009). His article “The Hoosier Apex” will be published in Southern Journal of Communication later this year.

Professor Ted Striphas also excels at both teaching and research. In recent years, his courses in cultural and media studies have earned him both the Student Choice Teaching Award and the IU Trustee’s Teaching Award. Striphas’s book The Late Age of Print: Everyday Book Culture from Consumerism to Control (Columbia UP, 2009) explores the active role that books continue to play in contemporary society; now he’s turning to research on the rise in religious-themed book publishing in the United States. Striphas became CMCL’s director of Film and Media Studies in 2006 and has also been awarded a New Frontiers in the Arts and Humanities Exploration Traveling Fellowship.

American Studies graduate students are benefitting from the expertise of both professors this semester. Herring’s G751 seminar in American Studies investigates “Regional Sexualities”; Striphas currently teaches “The Social Matrix of Mass Culture” as a G620 colloquium. The course explores the individuals, industries, and technologies in which mass culture is embedded.
Captive Kings, Royal Slaves, Last Chiefs: “Figuring” Sovereignty in the Americas

Danille Elise Christensen

English professor Jonathan Elmer contemplated a number of scholarly directions while in graduate school at UC Berkeley, including Comparative Literature and modernist poetry. There was even “a pretty serious moment” when he thought about being a medievalist. His most recent book, On Lingering and Being Last: Race and Sovereignty in the New World (Fordham, 2008), makes it clear that his eventual choice to become an Americanist in no way compromised his diverse interests.

Bringing together political theorists, current events, and three centuries of written literature, On Lingering and Being Last traces the complex ways sovereignty has been imagined in relation to the peoples and territories of the Americas. Elmer argues that authors from Aphra Behn to Thomas Jefferson, Olaudah Equiano to Herman Melville, James Fenimore Cooper to Charles Brockden Brown personified (and racialized) the state by figuring a series of isolated royal slaves and last chiefs. Whether African or Indigenous, on the sea or at the frontier, these ambiguous figures are always both exceptional and exemplary, rejected and embraced, de-territorialized (thus holding out the promise of eventual emancipation from the strictures of the state) or hyper-territorialized (so “one” with the land that the only option is to become extinct as an individual and vanish—be archived—into it).

Elmer concludes that this trope of “the racialized sovereign individual” (p.4)—at times utopian in tone, at times melancholic—continues to reveal contradictions in European thinking about individuals and collectivities. Recently, I asked him to tell American Studies readers more about the book’s conception and implications.

Calls for Papers: Summer 2009

“Postcolonial Actualities: Past and Present,” University of Texas @ Austin.
- Proposals are invited for 20-minute papers that explore the influence of immigration, hybridity, class formation, etc. in any urban space that was once part of a colonizing empire. Papers that deal with centers that suffered an outgoing emigration are also invited. Deadline: 15 June. For submission details, visit www.utexas.edu/cola/progs/complit/.

- Theme: “Currents of Change.” Topics could include how human settlement affects environmental transformation, the adaptive reuse of historic buildings, the rethinking of authenticity as a historic value. Deadline: 30 June. For details, see www.ncph.org/Conferences/2010/tabid/553/Default.aspx#Calls.
• **DC:** How did this monograph take shape? Or, from a less pragmatic perspective, how did you come to see “the Oronoko Effect” and “the Logan Effect” as distinct but related patterns?

**JE:** This book developed over a long time. The germ of it is what now stands—considerably expanded—as Chapter Four, on Jefferson, which I wrote during a year at Cornell’s Society for the Humanities. As I developed more readings of the deep structure of racial politics in colonial and early national America, I began to realize they were developing into a coherent narrative, one concerning a version of black nobility (and abjection), and one of native nobility (and abjection). The last chapter written (other than the Introduction) was Chapter Three, on Melville—though it had been brewing for several years before I sat down to write it out. So the structure of the whole revealed itself to me over time, but I was very pleased that it allowed for a narrative momentum in the book as a whole, even if that narrative is not exactly linear.

• **DC:** *On Lingering and Being Last* begins by discussing political theorists’ impatience with *sovereignty*: the term names a figurative conception of self-contained autonomy rather than describing lived realities. And the book concludes with a fascinating discussion of “the lone tree” as a persistent emblem of what happens when the ideal of the naturally sovereign individual is played out amid racialized conflict in the new world. Can you comment on your tracing of these “imaginative continuities” (p. 6) in relation to the work on myth and symbol that was foundational to early AMST scholarship?

**JE:** This is a great question. In some ways, this book might well be taken as an update on myth and symbol criticism (maybe not even an update, for some!). What is continuous with that criticism from now so long ago is the conviction that figures, tropes, topoi, myths, symbols—whatever your preferred term for structures of meaning that survive and develop because of their ambiguity—are worth putting lots of pressure on, because they do reveal powerful “default” mechanisms at work in the cultures using them. So, yes, I guess I am part of that tradition. I do know that Roy Harvey Pearce’s *Savagism and Civilization* was invaluable in the book’s development!

• **DC:** You suggest that the tropes of “lingering” and “being last” in 18th- and 19th-century transatlantic literature made cultural contradictions visible in nuanced ways. Today’s headlines and visual media also expose clashes between, for example, ideals of democracy/transparency and on-the-ground abuses of state and financial power, but they do so more overtly. What role does/should figurative discourse play amid these more explicit unveilings?

**JE:** I tried to address that question directly in an essay I wrote after the book was finished, called “Torture and Hyperbole” (*Law, Culture, and the Humanities*, 2007). There I suggested that torturers, and many of us who write to condemn torture, might be equally in thrall to certain hyperbolic figures of speech, certain extreme claims. This seemed disturbing to me. I am very sympathetic to many who critique humanism and “humanitarianism” for its complicity with outmoded, or just wrong, notions of what counts as human. But I am also bothered by the apparent readiness on the part of some to follow a hyperbolic logic to the point of throwing out what is incredibly valuable about the humanitarian project. For me, finally, it comes down to how one values an individual animal life—which may make me a liberal, and that is fine with me.

• **DC:** The back cover of the book offers accolades from a number of prestigious scholars in English; how have scholars in other fields—political theory, American Studies—approached your work?

**JE:** Too early to say, frankly. This is academia—ask me the question in three years and I might have an answer.

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

**JE:** I’ll teach a class on topos and territory in the fall. I’m very interested in the great research that is being done these days on questions of space, politics, and experience. My major ongoing project is on the concept of “play”; at one time, it was viewed as a foundational concept for cultural analysis, and I think it ought to be revived.

Jonathan Elmer began his teaching career at IU in 1990 and will become chair of the English department this summer. Though excited to take on these responsibilities (“I think we have as strong a department as we have ever had in my nearly 20 years here”), he hopes to keep up with his music, too. A trombonist in the Postmodern Jazz Quartet, he also plays with Jason Fickel and Blue Sky Back.
NAIS PhD Minor Now Available

- Kellie Hogue, a graduate student in Anthropology and American Studies, and Anthropology student Tony Krus have elected to add the newly developed PhD minor in Native American and Indigenous Studies (NAIS). Courses that count toward the minor include G605 and sections of G620, G751, and G753 that place the study of indigenous peoples within contexts of political power, colonial settlement, or global contact. Students interested in pursuing the NAIS minor should contact Paula Cotner (pmjerr@indiana.edu); elective course content must be approved in advance.

First NAIS Fellowship Awarded

- Joseph Stahlman (Anthropology) has been selected to receive the first College of Arts & Sciences Native American and Indigenous Studies Fellowship. In the coming year, he’ll create and edit a newsletter for the Committee on Native American and Indigenous Studies and also promote the new minor at academic conferences.

Native American & Indigenous Studies News

What’s going on in the suburbs?

New Undergraduate Courses, Fall 2009

A201 U.S. Movements and Institutions

- AI: Susan Eckelmann (HIST). “Where Wild Things Are: Children and Youth in American Culture and History.” This course looks at the changing conditions of children's lives and the ways children's cultural and political roles have been conceptualized in American society. Texts include toys, clothes, playgrounds, schools, advertisements, comics, and films.

- AI: William Gillis (JOUR). “American Suburbs: 1945-Present.” This class examines documents, ads, radio programs, novels, photographs, TV shows, and popular songs in order to explore how the suburbs came to be, what their impact has been, how they are imagined, and where they are going.

A202 U.S. Arts and Media

- AI: Justin Rawlins (CMCL). “Theories & Transformations of Whiteness.” This course draws on literature, photographs, and film to investigate what it means to be “white” and how these ideas shape attitudes toward those who are deemed “different” or “nonwhite.”

To submit newsletter content, please contact amstnews@indiana.edu.
Seigel’s transnational history explores popular culture circuits between Brazil, US

Danille Elise Christensen

While working as an immigration paralegal, helping people with applications for permanent residence and asylum, Micol Seigel became curious about the conditions that generate migration and exile. To pursue those questions, particularly the United States’ role in “pushing and pulling” movement across borders, she decided to return to school. New York University had just initiated an exciting new program in American Studies; its visionary faculty were willing, Seigel says, “to indulge my desire to study the Americas” rather than focus primarily on the United States.

At NYU, Seigel was trained in Cultural Studies and History methods by Robin Kelley, a historian of radicalism and African-America, and was also mentored by Lisa Duggan, George Yudice, Diana Taylor, Nikhil Singh, and “wonderful others.” She taught in Los Angeles for three years before joining the Indiana University faculty in 2007 with a joint appointment in AMST and African American and African Diaspora Studies.

The broad scope of Professor Seigel’s interests is revealed in Uneven Encounters: Making Race and Nation in Brazil and the United States. Published in March by Duke University Press, the book explores an array of artifacts, individuals, and processes in Brazil and the United States between the two world wars. By examining talk about jazz, images used in coffee campaigns, interpretations of the Brazilian dance maxixe, the “nation drag” of Afro-diasporic performers Olive Burgoyne and Elsie Houston, comparative discussions of racism in São Paulo’s black newspapers, and the rhetorical uses of a public monument, Seigel sketches some of the “workings and consequences of transnational exchange” (p.66). She draws particular attention to how non-elite cultural players helped to generate complex and intertwined understandings of “race” and “nation”; in the process, she questions the view that transnationalism is a recent and elite phenomenon.

In the end, Seigel posits transnational exchange as a “lumpy” and untranslatable phenomenon, one that takes place on uneven ground, with uneven resources and amid uneven relations of race and gender—but one that is also subject to all kinds of “smoothing” interventions. I asked her to say more about how and why she wrote the book.

• DC: You argue that studying race by comparing nation states is inadequate: ideology is not constrained by territorial boundaries, and there is no such thing as a purely “local” site. The kind of transnational history you advocate instead requires looking at a wide range of macro-and micro-level phenomena. How did you select your case studies and theoretical entry points?

MS: I had to let the material dictate the case studies, which means I had to believe that simply spending plenty of time in the archive would render interesting results. I decided what types of sources to use—mostly newspapers, popular magazines, and music—and just sat down with them. I spent nine months doing nothing but primary research in Rio, and did the same for several more months back in the U.S. And after I completed my dissertation, I spent what amounted to another full year on further primary research. Not for nothing is History the “paining craft”!

• DC: Uneven Encounters outlines several processes of ideological construction, including the absorption/erasure and strategic misperception of cultural connections. Do you think social forms should be encoded to be maximally resistant to these processes—that is, should they aim to promote remembrance of how they were produced and distributed? For instance, do you think recent efforts toward fair trade certification or the designation of cultural property rights end up tracing or eliding transnational exchanges, and with what consequences?

MS: I think that popular and commercial cultural producers have a great deal invested in not revealing the conditions of their forms’ production, and that it is the task of citizens interested in social justice to interrogate those forms and figure out what they are being asked to hide, carry, suggest, and so on. Fair trade movements are a great start, and come from a place of genuinely good intentions. But when people imagine that these designations are sufficient in themselves, they allow the processes of commodification, and capitalism more generally, to continue to knit illusions. Then, I think, they become part of the problem.

• DC: Uneven Encounters grew out of your dissertation. What advice would you give those who’d like to accomplish similar transformations?

MS: Oh gosh, what can I say? This book took YEARS. It all emerges gradually. I
Parting Words

Graduating American Studies Seniors Offer Advice to Peers

Spring 2009 brings the graduation of two undergraduate majors: Elizabeth Warren and Beau Dunfee.

Missouri native Elizabeth Warren is finishing up her IU coursework with an American Studies senior seminar; her final paper for the class, taught by AMST Director Matthew Guterl, explores intersections of power, rationality, and gender in the animated TV series The Simpsons. A triple major in English, Spanish, and American Studies, Warren encourages fellow students to use the major’s interdisciplinary nature to their advantage. “Explore different departments and discover the connections between your new and existing interests,” she said. “You’re likely to be surprised.” She’ll remember the unexpected parallels she found among her American Studies classes, which covered a broad range of ideas and approaches yet “somehow managed to complement each other nicely.” She characterized this convergence as “a testament to the American Studies faculty,” who calibrate “distinct interests into one extensive field of study.” After a brief hiatus, Warren plans to enroll in a PhD program in American Studies.

Beau Dunfee has pursued a double major in Criminal Justice and American Studies; next year he’ll return home to South Bend, Indiana, to officiate high school basketball and apply to law schools for 2010 admissions. This summer he’ll travel to Salamanca, Spain, to complete his Spanish minor and focus on his proficiency in the language. Dunfee’s senior seminar paper, “A Total Eclipse of the Oz,” looks at the Internet-born hypothesis that the 1974 Pink Floyd album Dark Side of the Moon was intentionally synchronized with MGM’s 1939 classic The Wizard of Oz. Dunfee examines the claim’s validity, as well as the postmodern significance of this kind of synchronicity in American pop culture.

American Studies, he says, has been a good choice for intellectual and practical reasons. “This major helped my writing tremendously. With every AMST class I took, my writing improved.” He urges potential majors to look at their transcripts: “Definitely get a major in American Studies. Many courses are cross-listed, so you’re already farther along in completing the electives portion of the major than you might think.”

Kevin See, an AMST minor from Zionsville, Indiana, graduated with a degree in Spanish in December 2008.
Laila Amine (CMLT and AMST) has been awarded a College of Arts and Sciences Research Fellowship for academic year 2009-2010. Her dissertation, “Narratives against the State: Citizens, Outsiders, and Multiracial Paris,” studies how novelists of African descent represented Paris—the former heart of the French colonial enterprise—during the Algerian war for independence (1954-1962) and its aftermath.

The U.S. Department of the Interior has appointed Professor Sonya Atalay (ANTH) to the National Native American Graves Protection and Repatriation Act (NAGPRA) Review Committee. The seven-member committee, established by Congress, is charged with monitoring and reviewing repatriation activities in the United States. Scientific organizations and Native American communities were asked to submit nominations for one of the two open seats, and in fall 2008 the World Archaeological Congress nominated Atalay for committee membership. Her four-year appointment will end in January 2013.

Professor Denise Cruz (ENGL and AMST) published “Jose Garcia’s Collection of Others: Irreconcilabilities of a Queer Transpacific Modernism” in the Spring 2009 issue of MFS: Modern Fiction Studies (55/1). The special issue focuses on regional modernisms.

Professor Mary Gray’s essay “Negotiating Identities/Queering Desires: Coming Out Online and the Remediation of the Coming Out Story” will appear in the July issue of the Journal of Computer Mediated Communication, and a condensed version of her 2007 article “From Websites to Wal-Mart: Youth, Identity Work, and the Queering of Boundary Publics in Small Town, USA” will be re-printed as a chapter in LGBTQ Media (ed. Pullen and Schnieder, Routledge, forthcoming). Gray (CMCL) presented some of her work on cyberinfrastructures, institutional review boards (IRBs), and the socio-technical construction of “vulnerable populations” in queer social research at the 16th-annual Lavender Languages Conference this past February, where she also offered a workshop on moving queer ethnographic research through the IRB process. In May, she’ll deliver an invited plenary paper at the University of Illinois entitled “You’ve got to fight for your right...to marry? A queer feminist critique of same-sex marriage (or why I want to divorce the gay and lesbian non-profit industrial complex).” The paper draws on ethnographic material from Gray’s book Out in the Country: Youth, Media, and Queer Visibility in Rural America (NYU Press, forthcoming 2009). Gray also received an IU Trustee’s Teaching Award this year in recognition of undergraduate courses that allow critical engagement with gender and sexuality scholarship in the classroom and through community-based events.

Professor Colin Johnson’s 2008 Interventions article will be reprinted later this summer with minor alterations in Subaltern Citizens and Their Histories (London: Routledge, 2009). The revised article’s title is “Casual Sex: Subaltern Sexuality ‘On the Road’ in Early 20th-Century America.” In January, Johnson (GNDR) was invited to present “Community Standards: ‘Village Mentality,’ Queer Eccentrics, and the Writing of Lesbian and Gay History” at Williams College in Williamstown, Massachusetts. In June, he is scheduled to present two talks. The first is a working version of a new essay entitled “Sexual Conventions: Prostitution and the Culture of Commerce in 20th-Century Chicago,” which he’ll present in St. Petersburg, Florida, at the Eastern and Midcontinent Regions Meeting of the Society for the Scientific Study of Sexuality.

Dr. Stephanie Kane documented this stenciled mural in the Recoleta neighborhood of Buenos Aires.
of Sexuality. He’ll present “Queer Cosmopolitanism; or, Southern Sex on the ‘Low Down’” as an invited lecture at Rhodes College in Memphis, Tennessee, during a conference on “Region, Class and Culture: New Perspectives on the American South.”

Professor Stephanie Kane (CJUS) recently published “Stencil Graffiti in Urban Waterscapes of Argentina (Buenos Aires & Rosario)” in Crime Media Culture: An International Journal (5/1). In March, she presented “Taking Account of Gender in Ethnographic Research: An Overview for Cultural Criminologists” at a Department of Criminal Justice workshop at Eastern Kentucky University, Richmond. In May, she’ll visit the Department of Anthropology at the University of Bergen to present “Science, the Sofitel, and the Diminishment of Nature: The Dark Eyes of Water in Salvador da Bahia, Brazil.”

Kate Lemay (FINA and AMST), who is currently completing a Fulbright IIE Advanced Student Fellowship in France, has received the Terra Foundation Smithsonian Predoctoral Fellowship for academic year 2009-2010.

Don Maxwell (HIST) was selected by the Organization of American Historians (OAH) to receive an Immigration and Ethnic History Society John Higham Travel Grant. The grant defrayed the costs of attending the OAH annual meeting, held this March in Seattle; it recognizes Maxwell’s interdisciplinary work on U.S. emigration to Canada during the Vietnam War. On April 8, Maxwell reprised his OAH talk, “These are the things you gain if you make our country your country”: American Military Deserters and the Meaning of Citizenship in 1970s North America,” during an IU American Studies Emerging Scholars Research Forum.

Justin Rawlins (CMCL and AMST) has been accepted into the Clinton Institute for American Studies Summer School at University College, Dublin, and the Futures of American Studies Workshop at Dartmouth College. Both are week-long seminars. The Dartmouth workshop is the last of a four-year series called Re-Configurations of American Studies and will be held at the end of June; then Rawlins will travel to Dublin, where he’ll work with scholars at the Clinton Institute in early July. For more information, see www.dartmouth.edu/~futures/ and www.ucdclinton.ie/summerschool2009.htm.

In March, Ruth Reichard (HIST) presented “Curbs: Environmental Control, Social Control” at the Great Lakes American Studies Association conference at the University of Notre Dame.

Professor Beverly Stoeltje (ANTH and FOLK) will be teaching “Ritual and the State: History and Continuity” this summer at Boğaziçi University in Istanbul.

In recognition of her scholastic achievement and civic engagement, IU has awarded Cierra Olivia Thomas-Williams (GNDR) the John H. Edwards Fellowship for 2009-2010.

In April, the University of Chicago Press published The Scene of Harlem Cabaret: Race, Sexuality, Performance, authored by Professor Shane Vogel (ENGL).

KINNALLY WINS 2009 GUNDERSON AWARD

Cara Kinnally (HISP and AMST) recently won the Virginia La Follette Gunderson award, which has recognized outstanding graduate student essays in American Studies, History, and Communication since 1986. Kinnally’s paper is entitled “Between the Old World and the New: Eusebio Chacón’s El hijo de la tempestad and Tras la tormenta la calma.” In it, she traces Chacón’s negotiations of regional and national identity in the context of New Mexico’s campaign for statehood at the turn of the nineteenth century.

The paired novellas, she argues, express a fundamental ambivalence, moving both to emphasize and repudiate cultural and racial links to Spain. She’ll read her essay at a reception to be held May 1 at 3:30 pm in Ballantine Hall 004.

NEW AMST GRADUATE STUDENTS

In Fall 2009, several graduate students will join the American Studies Program: David Church (CMCL), Jon Kay (FOLK), Dana Logan (REL), and Kate Netzler (REL). Logan and Netzler have each been awarded a $2500 American Studies Graduate Fellowship.
Ryan Briles was born in Owen County, about 35 miles northwest of Bloomington; he recently returned to school to pursue an American Studies major. Briles’s life outside academe has already been a rich one: he’s played in a number of punk and traditional groups in the area, including his current rockabilly band, The Pigeon Hill Boys. Classic Americana tattoos—and Johnny Cash lyrics—twine up his forearms, the handiwork of skilled local friends. And he recently returned from a honeymoon in Ireland. But in addition to these extracurricular pursuits, he also excels as a student. At the IU Honors Convocation held on March 29, Briles was recognized as a Founders Scholar—a new commendation given to undergraduates who maintain a GPA of 3.8 or higher—and he’s also been named a McNair Scholar. The latter designation will assist him in working toward an eventual PhD.

Created to honor Ronald E. McNair, a physicist and astronaut who died during the launch of the Space Shuttle Columbia in 1986, the McNair Scholars Program prepares undergraduates for successful graduate careers. Since 1989, the federally funded program has worked to hone undergraduate research and teaching skills in order to increase the number of students from underrepresented populations who go on to earn doctoral degrees.

In addition to participating in seminars that teach everything from how to write a grant proposal to how to create a conference poster, Briles will receive a $3000 grant to conduct research with a faculty mentor. Briles’s project will likely investigate forms of political dissent—such as early disarmament activism in the 1950s, or the activities of leftist agrarian reformers at the outset of the Great Depression. (He’s also fascinated by grindhouse-era films, and hopes at some future date to investigate 1970s B movies that were pieced together from low-budget European productions.) As a McNair Scholar, he’ll have access to GRE preparation classes, feedback on graduate school application documents, and funding to visit his top-choice graduate schools. The program also provides teaching opportunities, hands-on work that prepares students to be competitive teaching assistants at the graduate level.

Briles encourages other undergraduates to consider what the program has to offer. In addition to a personal essay, the application requires two recommendations from faculty, so he suggests getting to know professors personally by taking advantage of their office hours. For more details on the McNair Scholars application process, see www.mcnair.indiana.edu/becomingascholar.html.