

# AMERICAN STUDIES NEWSLETTER

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## Welcome from the Director

The *New York Times* published two stories recently that caught my attention. The first, "Germany's Rap Music Veers Toward the Violent," (August 9, 2005) reported that German rap lyrics had assumed the protest edge commonly associated with the portion of African-American vernacular music dubbed by the mainstream U.S. media as 'gangsta'. The article shone the spotlight on a young man named Anis Ferchichi, stage-name Bushido, a mixed-race youth of German and Tunisian parentage. The article described Bushido's broad fan appeal from among two disparate crowds: mixed-race Germans and immigrants of color, and white neo-Nazi skinheads.

The second story, "Invisible to Most, Immigrant Women Line up for Day Labor," (August 15, 2005) discussed the market for Latino, primarily Mexican female day workers on Long Island, New York. Every day, dozens of women, many recently arrived immigrants, stand post near shopping centers on Island suburbs waiting for an employer to hire them as cooks, cleaners or child-care workers for 24 hour periods. When the day is done the women are paid, usually a few dollars an hour, and turned back to the street to repeat their employment vigil.

These two stories reminded me of the various, radically unsolved cultural and social puzzles facing citizens of the world, and of the continuing importance of American Studies. Academic work can often appear slight and distant from events outside the academy, but it is exactly the convergence of race, class, culture, gender, nationality, economy and social justice with the prevailing influence of the "United States" around the world that is the fertile crossroads of so much American Studies work today. Indeed the "crossroads" has appeared in so many recent American Studies conference and essay titles one would think the spirit of Robert Johnson had hijacked the enterprise.

My own reflections on the *Times* stories went something like this: first, skinheads and recent immigrants to Germany might be finding some latent affiliation in hip hop around social class and gender crisis, and second, that the women of Long Island are the literal heirs to those who stood on New York street corners in the 1930s waiting to be hired as day laborers. The spot where they stood, dubbed "The Bronx Slave Market," was the subject of numerous stories by African-American woman journalist Marvel Cooke for *The Amsterdam News* and *Crisis* during the 1930s. The Bronx Slave Market was a reiteration of the oldest slave market in New York City, as described by historian Leslie Harris, located on none other than Wall Street in Lower Manhattan. In response to the most recent growth of primarily Latino/a Day Laborers in the U.S., the National Day Laborer Organizing Network has emerged to attempt to represent their unspecific labor rights. NDLO's website is <http://www.ndlon.org/indexenglish.htm>

American Studies scholars should find their own work energized by the confluence of these contradictory events. American Studies at Purdue, with its extraordinary legacy of important academic achievement, stands poised to grapple with the welter of complex ideas and interests represented by its students and faculty. The eleven new students to the program this year are an exceptional cross-section of young scholars representing a wide range of disciplinary fields. They have already made a good adjustment to graduate school and bear signs of producing important contributions to the program.

We come together this Fall to celebrate their arrival and to consider how to match their talents to those of returning students, faculty, the communities of Lafayette and West Lafayette, and Purdue itself. Towards that end they have been assisted and mentored by administrative assistant Delayne Graham and their peers in the American Studies program, who continue to represent the values of collegiality and selflessness that are themselves attributes of the successful citizen/scholar.

*(Continued on Page 2)*



## Welcome from the Director (continued)

It is my hope that this new community will continue to share its talents and interests all year long. To nurture that potential, we will hold regular lectures and colloquia this year, about which you have already heard much, featuring distinguished speakers from academia within and without Purdue. These assemblies are efforts to generate what George Sanchez calls “multiple publics” for our work, and to force us into gestures of exchange and sharing: of ideas, of values, of work, of joy. We will focus some of our discussions on the role of American Studies in a society continually globalizing, as witnessed by the stories I cite at the start of this piece.

I also hope that those of you who have not yet been able to meet your new peers in American Studies will do so at one of our upcoming colloquia. They are eager to know you. I also hope many of you will volunteer some of your time this year to making your program a better one. There are limitless opportunities to contribute: by organizing a reading, a workshop, holding a social event, helping someone move in or out of their apartment, lending books, reading each other’s work, mentoring and giving. Stay tuned to these opportunities throughout the year and feel free to create some on your own. We will do all we can to support such initiatives.

Finally, stop by my office in Heavilon 315 to say hello. There are many of you I have not yet met face to face. I look forward to the fortunate crossroads of our encounter.

Bill Mullen

Director, American Studies

## Meet the New Director—By Laura Beadling

This year, Bill Mullen joins us as the new director of the American Studies program and a professor in the Department of English. Bill comes to Purdue from the University of Texas-San Antonio, where he was the graduate advisor to the Ph.D. Program in English. Prior to working at UTSA, he was associate professor of English at Youngstown State University in Ohio, where he helped to develop the Center for Working-Class Studies. He has also been a visiting lecturer at Bryn Mawr College and a Fulbright Scholar at Wuhan University in the People’s Republic of China. Bill teaches American Studies seminars and both graduate and undergraduate courses in English at Purdue. His courses underscore the complex interplay of race, gender, class and sexuality using both literary and non-literary texts, including film and music. He has taught seminars on Toni Morrison, Whiteness Studies, American Film, Literature and Culture of the



1930s, Jazz, Blues and American Literature, The Harlem Renaissance and the Politics of Diaspora, Critical Race Theory and Ethnic Studies. Bill brings not only scholarly excellence to the program, but also creativity and energy. Susan Curtis, Director of Interdisciplinary Programs and former chair of American Studies, says that Bill “has been like a tonic for American Studies at Purdue--refreshing and revitalizing!” Bill says that he was “attracted to Purdue by the opportunity to work with Purdue’s outstanding faculty and students in both English and American Studies.” Indeed, he has many plans and goals for the American Studies program, which he notes is one of the most “venerable in the country.” Already he has implemented several initiatives, including an ongoing series of colloquia and an American Studies Speakers Series, which has already hosted Malini Schueller. In addition, Bill has actively encouraged students to devise their own projects and initiatives, which has resulted in the creation of the American Studies Graduate Student Organization and the American Studies Reading Group. New Master’s student Karen Salt notes that “Bill hears you when you speak to him. This isn’t an amazing feat; it’s just a critical one for making people feel heard, and for encouraging people to give their all. I know that every time I sit down with him, he’s listening to me and helping me steer my mind towards something greater than I had thought of before.”

Through his scholarship, teaching, and innovative leadership, Bill’s contributions have already made an impact on the program which will no doubt only grow over time. Bill is currently researching a political biography of W.E.B. Du Bois tentatively titled *UnAmerican: W.E.B. Du Bois and the Century of Revolution*, which will examine Du Bois’s writings and travels in Asia, Europe and Africa and demonstrate his development as an international or ‘transnational’ thinker and activist. Bill lives in West Lafayette with his wife Elizabeth Petrasovic, a painter, and their son Max. He is a member of the Radical Caucus of the MLA and the American Studies Association Caucus on Academic and Community and Activism. He is a former member of the Youngstown Prison Forum and has taught in Youngstown city jails.

## Meet the New American Studies Students



**Katie Armstrong** is a Master's student having received her bachelor's degree in American Studies from Utah State University. She is the recipient of a Lynn Fellowship and will concentrate in English.

**Katie Bashore** was awarded a bachelor's degree in Women's Studies from Temple University. She is the recipient of a Lynn Fellowship and a Master's student majoring in English/Women's Studies.



**Bryan Darrow** received his bachelor's degree in Industrial and Major Relations from Cornell University. Bryan is a teaching assistant in the Department of English. He is a Master's student with a concentration in Political Science.

**Kirstin Eismín** took her bachelor's degree in Sociology from Purdue University. She is concentrating in Sociology and is a Master's student.



**Ernest Gibson** was awarded a bachelor's degree from Fisk University in Tennessee. He is the recipient of a Knox Fellowship and is a Master's student majoring in Philosophy.

**Thomas Hertweck** received his bachelor's degree from Purdue University where he majored in English Literature. Thomas is a teaching assistant in the Department of English. He is a Master's student concentrating in English.



**Cristen Marek** is a Master's student who took her bachelor's degree in English and Communication from Canisius College in New York. She is concentrating in English and is a teaching assistant in the Women's Studies Program.



**William Meiners** is a Ph.D. student having received his bachelor's degree in Journalism from IUPUI-Indianapolis. He also received a Master's in Creative Writing from Columbia College in Illinois and a MFA in Fiction Writing from Purdue University. William will be concentrating in History.



**Erica Morin** was awarded a bachelor's degree from SUNY College at Plattsburgh in History and Women's Studies. She is a Master's student and also the recipient of a Lynn Fellowship. Her concentration is in History.

**Karen Salt** received her bachelor's degree in Sociology from Purdue University. She is a Lynn Fellowship recipient and is concentrating in English.



**Laurent Wrzesinski** took his bachelor's degree in Africana/Puerto Rican/Latino Studies from Hunter College in New York. He is the recipient of a Mellon-Mays Undergraduate Fellowship and will concentrate in Political Science.

## Purdue-gift

*Online giving to Purdue*

It is now even easier to donate to the American Studies Program using *Purdue-gift*. *Purdue-gift* makes it simple to make a gift by credit card to Purdue. Go to the following web address:

[http://www.purdue.edu/UDO/pages/how\\_to/egift.html](http://www.purdue.edu/UDO/pages/how_to/egift.html)

Click on "Make a Gift", choose "Other" from a dropdown menu, then type "American Studies Program" in the text box, enter some information about yourself, submit your payment information, and the transaction is completed through Purdue's secure server. Make your gift now in three easy steps. It takes just a few minutes.

## American Studies Web Page Update

Several exciting changes have been made to the American Studies web page already this year. One of the most important changes for students is the addition of the "Resources" page. Included in this page will be examples of submissions for prizes, essays, and dissertations. On this page there are also important links for AMST students and links on important program information.

Please check the web pages often as continuous updates are made and upcoming events are added.

<http://www.cla.purdue.edu/american-studies>

## Student News



**Philathia Bolton** will be presenting "Crossing Over: Appropriation and Acculturation in Gloria Naylor's *Mama Day*," at Cornell University's 38th Annual Conference of the African Heritage Studies Association in October 2005.

**Jay Hopley's** first book of poetry, *Green Squall*, has been chosen as the winner of the 2005 Yale Series of Younger Poets Award, one of the oldest and most prestigious literary awards in America. Past winners of the Yale Series include James Agee, Muriel Rukeyser, Adrienne Rich, W.S. Merwin, John Ashbery, James Wright, John Hollander and Carolyn Forché. *Green Squall* will be published by Yale University Press in April 2006 and will feature a forward written by Louise Glück. Jay also has work currently appearing, or forthcoming, in *The Iowa Review*, *The Journal*, *Mid-American Review*, *The New Yorker*, *Pleiades* and *Xantippe*.

**Brian McCammack** presented at several conferences this past year, including the Midwest Popular Culture Association Annual Conference (October 2005), the Great Lakes American Studies Association Annual Conference (March 2005) and the Purdue University American Studies Annual Symposium (March 2005). His article, "Socialism in Vonnegut's *God Bless You, Mr. Rosewater*: The Influence of the Sermon on the Mount and the Teachings of Eugene Debs and



Powers Hapgood," will appear in *The Midwest Quarterly* in Winter 2008.

**Stephany Spaulding's** first book of poetry, *Stilettoed Roses Bleed*, was published in December 2005. These poems engage a variety of national, social and cultural themes experienced by an individual who lives at the crossroads of a number of communities. The publication was celebrated with an official release party/artist showcase in Chicago at the Hot House.



**Courtney Thompson-Enaye** has had quite an exciting year. In May 2005, she was wed to Ben Enaye at the Hyatt Regency in Greenwich, Connecticut. Congratulations to her and her new husband! In addition to being on her second year of the Purdue Doctoral Fellowship, she has also been awarded a 1/4-time appointment in the African American Studies Research Center for fall 2005. Her essay, "The Gift of Giving: The Golden Rule Variation," was published in *What Do You Stand For?: Stories About Principles that Matter* by Jim Litchman (2004). Appearing on the back cover, there is an excerpt from her essay that reads: "Do unto others as you would have them do unto you." ...But what about when others are unable to do unto you? The answer came... "You must give to the world more than the world gives to you."

## Student Appointments for 2005-06

American Studies students have been given teaching appointments in several departments for the 2005-06 academic year. These appointments show the commitment of departments to the interdisciplinary efforts at Purdue.

### African American Studies

Mindy Tan  
Courtney Thompson-Enaye

### Communication

Christina Abreu

### English

Lee Bebout  
Philathia Bolton  
Mark Bousquet  
Brian Darrow  
Thomas Hertweck

Brian McCammack  
Charles Park

### History

Malcolm Foley  
Melissa Peck

### Political Science

Mark Lewellen-Biddle

### Women's Studies

Megan MacDonald  
Cristin Marek  
Kathleen Mullins

## Alumni News

**Christopher Eklund** (M.A. 2004) helped organize the 3rd Annual Conference on Comics at the University of Florida. He was also appointed Treasurer of the Graduate Comics Organization for 2005-06. He is also the recipient of an Alumni Fellowship from the University of Florida.

**Kimberly Ellis** (Ph.D. 2002) has been performing a multimedia, coming-of-age variety show about a young woman in urban America, whose neuroses in academia meets the social commentary of the comedic stage. The show is filled with dramatic monologues, poetry, Jazz, Hip Hop, African dance and sketch com-



edy. She has performed across the country and has received many outstanding reviews. You can get more information by visiting <http://www.drgoddess.com>.

**Scott Hoffman** (Ph.D. 2005) published a book review, "Maps and Tapestries," in the *Journal of Urban History* (January 2005).

Alumni, we would love to hear from you! You can send your information to Delayne Graham at [dkgraham@purdue.edu](mailto:dkgraham@purdue.edu) or by U.S. mail to 100 North University, Beering Hall of Liberal Arts and Education, Room 1289, West Lafayette, IN 47907-2097. It is always good to know how you are doing and hear your successes!

## Ph.D. Degrees Awarded December 2004-August 2005

**Cicely D. Cobb**, "Crying for the Land: Modes of Representation in Mildred D. Taylor's Fiction." December 2005



**Kenya A. Davis-Hayes**, "Lessons of Place: The Creation of Physical and Curricular Segregation in Chicago between 1910 and 1925." August 2005

**Christopher C. Elzey**, "Munich 1972: Sport, Politics and Tragedy." December 2004



**Scott Hoffman**, "Haloed by the Nation: Popular Martyrdom in Contemporary America." May 2005

**Susan Muchshima Moynihan**, "Asian American Women's Life Writing: Autobiographical Negotiations of Inscrutability." December 2004



## M.A. Degrees Awarded May 2005

Lindsey Carnick

Ruqaiba Desmond

Leeah N. Durkee

Erik C. Wade

Brandon K. Wallace

Stacy C. Weida

Mark E. Whittemore

## 2005 Chester E. Eisinger Awards

The 2005 Chester E. Eisinger Awards were awarded at the annual spring symposium on March 4, 2005. The Chester E. Eisinger Prize for the best unpublished essay in American Studies went to Daniel McKay for an essay entitled, “‘I still loved him, notwithstanding his treatment of me.’ Stockholm Syndrome: The Conscious and Unconscious Re-Presentations of Equiano’s *Interesting Narrative*”. The second place prize was awarded to Erik Wade for “Discovering a National Ideology in Indiana: The Moral Alliance of the Ku Klux Klan and National Horse Thief Detective Association, 1921-1932”.

The winners of the Chester E. Eisinger Research Awards were Christina Abreu, Laura Beadling, Lee Bebout, Sabine Klein, Sophie Ho, and Erik Wade. Some of the essays which appear on the following pages explain how the winners used the award money to further their research.

## The Chester E. Eisinger Prize and Research Award

Two Eisinger Prizes are awarded annually to recognize excellent scholarship among American Studies students. The Prizes are named in the honor of the founder of American Studies at Purdue, who encouraged such excellence by his example as a scholar and teacher.

The Program invites you to make a contribution to fund the Eisinger Prizes. Checks should be made out to the “Purdue Alumni Foundation—Chester Eisinger Fund” and sent to the Foundation at: Purdue Memorial Union, 101 North Grant Street, West Lafayette, 47906-3574.

All contributions are tax-deductible.

## Christina Abreu, Eisinger Research Award Winner

The Chester E. Eisinger Research Award allowed me to travel to three separate archives and libraries in Florida during June. I was eager to pursue this research opportunity because I knew Florida would be rich with documents pertaining to my topic of interest: Operation Pedro Pan, a covert operation run by the CIA and the Catholic Church to help unaccompanied Cuban children escape Fidel Castro’s regime between December 1960 and September 1962. I spent three weeks in a state of research bliss, never tempted to sit by the warm, inviting swimming pool of my Fairfield Inn or bolt for the glistening white sands of South Beach on sunny afternoons.

During my first week of research, I visited the Latin American Collection located at the University of Florida in Gainesville. This collection contained a multitude of important Cuban exile newspapers on microfilm as part of the U.S. Newspaper and Caribbean Newspaper Imaging Project, including *Accion Cubano*, *Diario de la Marina*, *El Mundo*, and *Magisterio Cubano Libre*. I also viewed about a dozen popular films and documentaries pertaining to Operation Pedro Pan, other waves of Cuban migration, and the significance of the Cuban-American community in Miami.

The second archival location I visited was the Cuban Heritage Collection, located at the University of Miami in Coral Gables, Florida. This collection contained various materials related to the Cuban exile experience, including a great deal of correspondence, newspaper clippings, and photographs of the children of Operation Pedro Pan and their families. My visit to

the Cuban Heritage Collection was valuable for yet another reason: I stumbled upon the Celia Cruz Collection and am currently working on a paper on the Afro-Cuban “Queen of Salsa” for a History research seminar on celebrity culture in America.



During my third week of research, I visited the archives at Barry University in Miami Shores, Florida. The archives collection at Barry University contains the official Pedro Pan papers collected by Catholic Charities, Inc. I worked closely with the director of the archive, Sister Dorothy Jehle, who guided me to a number of important materials, including photographs from the children refugee shelters, newspaper clippings, books, published articles and homilies by Monsignor Bryan O. Walsh, the Catholic priest overseeing Operation Pedro Pan, and videos, including a documentary made by David Susskind in 1962.

Even though the golden tan I developed in those three weeks has long faded, I am extremely grateful for the opportunity I was given thanks to the Eisinger Research Award. Outside of the archives and libraries, I was able to talk with some of the children of Operation Pedro Pan and other Cubans who came to the United States during later immigration waves. My time in Florida undoubtedly helped me develop a specific understanding of Operation Pedro Pan but it also helped me identify its broader historical, social, and cultural significance.

## How I Spent My Summer—By Sabine Klein

The last summer was a transnational learning experience for me. I spent the largest part of the summer teaching for the Indiana University Honors Program in Foreign Languages. The program sends hundreds of Indiana high schools students abroad every year to experience a foreign culture and improve their foreign language skills. In the foreign countries, the students, who are not allowed to speak any English while abroad, live with host families, but they are also instructed in the foreign language by a team of teachers. The teachers are not only in charge of teaching, but they also administer the program and plan and organize excursions, visits to cultural events, and an entertainment program for the host parents which concludes the students' stay in the foreign country.

I worked together with an international team of teachers, another German, a Romanian of German descent, and an American, in Krefeld, Germany, a formerly industrial city adjacent to the Ruhr region, Germany's most densely populated area, formerly known for coal mining and heavy industry, but today similarly in decline as the Rust Belt. I taught German conversation to 26 students in the morning, music in the afternoon, and was in charge of organizing and planning activities, tests, and other things. Every morning before school started, I met with my support group, six students in the program from different groups. The time was allotted for phonetics lessons, but often we discussed problems the students encountered with their host families or German culture in general. Usually, we also had at least one staff meeting every day to sort out administrative and organizational problems and to discuss the students' progress. Despite the endless workdays connected to running a program and teaching six hours a day, I gained valuable administrative and organizational experience that will certainly be useful for me later on.

Moreover, teaching American students about German culture, even in a conversation classroom, was a challenge. While I thought I had some experience with border crossings and simultaneously living in different cultures, I realized that I could still learn a lot from my students and their ways of adapting to a foreign environment.



*Cathedral in Cologne, Germany*

I soon became aware that many of the students, even though they had learned German in high school for at least three years, had in the beginning only a very limited grasp of the culture surrounding them; while they could

communicate to a certain extent with each other and their host families after a few days, getting used to the cultural differences took much longer. It's not that the students weren't prepared, but their initial expectations of the culture in which they were to spend the next seven weeks did not square with their experiences at all.



For example, many students were aware that Germans are quite environmentally conscious, taking care to separate their trash, relying on public transportation whenever possible, and trying not to waste resources. But for many students that was just a sort of fad without any rational explanation. After all there were trees everywhere. Yet, several students changed their mind regarding the seemingly excessive environmental concern after an excursion to Cologne. The Cathedral, which is constantly undergoing restoration, was being readied for the papal visit in August, on which occasion the Catholic World Youth Days would be taking place in Cologne. The building, which is usually dark grey, was shining white in several places where it had just been cleaned. More importantly, however, when we passed the Cathedral's artisan workshop we could see several black stone forms that looked like decayed gargoyles. The students inquired about these stones and found out that the marks of decay were a result of pollution as was the dark grey of the cathedral's exterior. The students began to look closer at the cathedral and noticed that the entire exterior is marked by environmental damage, leading some of them to view environmentalism as something more than a quixotic cultural fact.

The students had many other similar experiences and all of them learned a lot not just about German culture, but also about their own culture. Many of them for the first time became aware of the extent to which German cities were destroyed by bombing raids during World War II, or the fact that the German reunification is still an ongoing process. Because of the upcoming election, they were confronted with a different political landscape, which made them draw connections between election campaigns. Living in a city where every other store is run by non-native Germans, the students came to understand that today Germany, like the U.S., is an immigrant society. What I realized again and again is that experiencing different cultures is a challenge, but that it also leads to new insights and different perspectives.

*(Continued on Page 8)*

## How I Spent My Summer (continued)

After the program, I went to Russia for two weeks with my dad, who participates in a humanitarian project in a small county that is the partner town of my hometown. The county is located in what used to be East Prussia, a German region until the end of World War II, but is now known as the Oblast Kaliningrad. Following the end of World War II, the Soviet government relocated all of the former German inhabitants to different part of the Soviet Union and the area was closed off to the general public, serving mainly as a huge military base and training ground with a few scattered Russian civilians. In the 1990s, the Russian government opened up the area for civilian settlement again and since then many villages have been founded. The village that my dad and his organization support was founded mainly by Russians of German descent who had to leave their homes in Kazakhstan and other former Soviet Republics following the collapse. For a variety of reasons they decided to stay in Russia and resettle around Kaliningrad.

The people we met were fascinating, and I learned a lot by talking with them about their experiences under different regimes and about the regions of the Soviet Union they had grown up in and left. In addition to these personal exchanges with the people I met, I became strangely aware of the bizarre way in which history shapes that region and is omnipresent everywhere. Everywhere we went, different historical strands seemed to overlap and to fight for dominance. I don't know what the best way would be to illustrate this, but one example is the roads. There are basically four different historical types of roads: really old ones made from big, irregular cobblestones that were built by the German Knights and the early settlers; roads made from very small, square cobblestones that were built during the time of imperial Germany, partly by prisoners of war during WW I; roads made from slabs of con-

crete built during the Third Reich; and finally brand-new roads made from asphalt and lined by rows of huge trees indicating that even those new roads are built on top of old ones. When traveling from one place to the next, one is likely to encounter all these different kinds of roads. I think it is because of the complicated historical events connected to each type of road that make the region seem so historically jagged. But the same phenomenon can be seen in many other places, by the Soviet war monuments in every hamlet, by the ruins of houses still standing after 60 years, by the shell holes in many buildings, by the newly painted façades of houses in Kaliningrad and their unpainted back sides, and so on. I realized on this trip how little one can actually see history in the regions in which I live. It's not that it's not there but it has been covered up and hidden, making it difficult for an observer to see the many layers that coexist under the surface and which refuse to be organized neatly.

I have learned a great deal this summer about different cultures and history, and I am still processing my experiences. While nothing I did seems to be connected to the field of American Studies, I would argue that there is a connection anyway; by facing and transcending national, cultural, disciplinary, and psychological borders, I gained a new perspective on the importance of thinking beyond those borders, which is difficult and challenging at times, but shows how everything we do can be American Studies.



Russian roadside.

## Meet Our New Affiliated Faculty Members

American Studies is excited to welcome our three new faculty members. They bring experience from not only Early American Studies but Educational Studies as well.



Anne Meis Knupfer is a Professor in the Department of Educational Studies in the College of Education. She received her Ph.D. in Cultural Foundations in 1992 from the University of Iowa. She has published three historical monographs which focus on women's activism and African-American urban communities in Chicago. She is currently working on a book about the first female presidents of American colleges.

Christopher Lukasik is an Assistant Professor in the Department of English. He received his Ph.D. from Johns Hopkins Uni-

versity in 2002. His areas of specialization are American Literature before 1900; Early American Studies; visual culture and theory; history and theory of the novel; literature and science; American literary history and criticism.



A.G. Rud is an Associate Professor in the Department of Educational Studies in the College of Education. He received his Ph.D. in Philosophy from Northwestern University. His research interests focus upon the cultural foundations of education, with particular emphasis on the moral dimensions of teacher education, P-12 educational leadership, and higher education. He is currently writing a book on Albert Schweitzer's legacy for educational thought and practice.

## 2005 Fall Party



*Karen Salt enjoying the festivities*



*Mark Bousquet and Susan Curtis*



*Several people enjoying the food and conversation*



*Kirstin Eismín and Erica Morin*



*Cristen Marek, Erica Morin and Katie Armstrong*



*Laurent Wrzesinski*



*David Kemp and wife, Maryland, enjoy time with Malini Schueller*

## Dr. Malini Schueller Speaks at American Studies Lecture Series



Malini Schueller, Professor of English and Postcolonial Studies at the University of Florida, kicked off the 2005-2006 American Studies Lecture Series on September 9, 2005, with a rousing lecture on the place of postcolonial studies in American Studies scholarship. Schueller, a Purdue Ph.D. in English (1986), spoke to a crowded and engaged room of students and faculty from American Studies and the College of Liberal Arts.

Her talk was marked by several striking examples of how at play and contested are definitions of both American Studies and the key terms anchoring this year's lecture series: transnationalism and globalization. Schueller reminded the audience that Postcolonial Studies as a discipline had until recently not been considered at all relevant to American Studies. Her co-edited book with Edward Watts, *Messy Beginnings: Postcoloniality and Early American Studies*, challenges that divide. The book, as she argued in her presentation, forces us to think of American colonialism and European colonization as continuous and even hybridized events. The American "encounter" with the New World, often the source of American "exceptionalism," Schueller argued, is seen through the lens of post-colonial studies as a classical reiteration of colonial patterns.

Complicating things further, Schueller argued, U.S. settler-colonialism, intended to habitate the space of North America while displacing and enslaving its colored citizens, partook of numerous ideological complications: even 'white' American writers like Thoreau and Emerson borrowed and crudely mimicked ideas about Asia, or aboriginal peoples, circulating from the Far East through European interpreters and landing in places like Walden Pond.

Schueller also discussed the sudden interest in "globalization" as a rush with cautionary underpinnings. Considered too simply, globalization can become a feel good exercise in uncritical multiculturalism on a world scale, hiding the fault lines and fissures of class and imperialism. Schueller likewise warned that academic efforts to enforce and "do" transnational studies devoid of understanding of the lessons of postcolonial theory could produce dangerous reiterations of old ideas--colonial studies.

The question and answer period was a free-ranging discussion centered on the application of postcolonial studies to real-world problems of race, poverty and social justice. Were the Black Panthers transnational, postcolonial or something else? Schueller argued that the Panthers' open debts to the writings of Frantz Fanon, of Martinique, or Mao Tse-Tung of China, indicated their efforts to think of local struggles in Oakland and New York as part of an international dialogue. She also invoked the "Dalit Panthers" of India, a group representing India's so-called "untouchables," as an example of how transnationalism flows in two directions, at once.

After Schueller's lecture about 60 faculty and students in American Studies celebrated her talk and the start of the new academic year at the home of Bill Mullen and Liz Petrasovic. "Official" American Studies photographer Kirstin Eismín captured the event in beautiful pictures you see above. The talk, beer, wine and food flowed easily partly courtesy of Blue Nile, a favorite of program veterans and newcomers.

Malini Schueller's talk is the first in a long series of conversations about American Studies and its place in the world. These conversations will continue to bind us as a community as we work towards understandings of the issues that affect us deeply as scholars, citizens and neighbors to each other.

## The Knoxville Hit—By Jay Hopler

The Chester E. Eisinger Research Award I received in the spring of 2004 was supposed to make it possible for me to visit the Florida Photographic Collection and the Research Center at the Historical Museum of South Florida; I was studying the infamous Black Dahlia homicide at the time and I was convinced that visiting the FPC and HMSF, and immersing myself in their image and manuscript collections, was the best way to begin piecing together the under-examined Florida elements of the victim's short and tragic life. As luck would have it, the summer of 2004 turned out to be "The Summer of the Hurricane" and—thanks to not one, not two, not three, but FOUR tropical cyclones—my Florida plans were reduced to a few good intentions and a couple of "what ifs." Instead of researching the life of one of America's most infamous murder victims, I spent half the summer taking cover and the other half clearing debris. Not quite what I'd had in mind.



I don't know if living through four hurricanes had anything to do with it, but with the end of that storm season, came the end of my interest in the Black Dahlia and my desire to visit the FPC and HMSF. Since the Eisinger Research Award I received was given to me with the understanding that I would visit the places designated in my proposal, and undertake the research as I had described, I felt I had no choice but to return the money to the Eisinger Fund and chalk up the whole thing to experience. And I would have done that had it not been for the generosity and understanding of the American Studies faculty and something I found two years earlier while researching an essay I was planning to write on American hit man narratives, namely, a document entitled *The Varieties of Homicide and Its Research: Proceedings of the 1999 Meeting of the Homicide Research Working Group* ([schizophrenia.org/hq/td/academy/bsu/homicide.pdf](http://schizophrenia.org/hq/td/academy/bsu/homicide.pdf)).

Founded in 1991, The Homicide Research Working Group is an international association that exists to facilitate the organization and coordination of the work being done by homicide experts in every conceivable discipline, to bring those experts together and to encourage interdisciplinary approaches to the study of violence. For anyone researching homicide or violence, the HRWG is an indispensable resource; their meetings are regularly attended by some of the world's foremost scholars and their publications (like the one mentioned above) routinely highlight the most important work being done currently in the area of interdisciplinary homicide studies. So, you can imagine my surprise when, while reading the proceedings from the meeting the group held at the FBI Academy in 1999, I found myself being quoted as an expert on the subject of hit man narratives by Dr. James Black, the world's foremost authority on contractual murder. Look:

Jay Hopler begins *The Killing Spirit* by observing, "It is easier to find a good hit man than it is to find a good hit man story. In Baltimore, you can have anyone killed for \$25—more if you want finesse. I knew of a dozen street corners, all within five blocks of my one-bedroom apartment on St. Paul Street, where an assassin could be hired; the only modern hit man story I knew of was Earnest Hemingway's 'The Killers.' But the existence of the one argues favorably for the existence of the other..." (Hopler, 1996, p. xi).

There is nothing by way of an accurate historical record but, if fictional accounts can argue favorably for the existence of reality, then murders-for-hire have been around since at least Shakespeare's time (Hopler, 1996, p. xii).

from *The Varieties of Homicide and Its Research: Proceedings of the 1999 Meeting of the HRWG*, p. 222

The independent "hired gun" of a previous era was overshadowed by the professional "hit man" of the underworld. In Hopler's analysis of fiction literature on professional hit men, these two types of hit men are embodied in the "Metamorphosis tale" and the "Utopian tale."

from *The Varieties of Homicide and Its Research: Proceedings of the 1999 Meeting of the HRWG*, p. 223

In both fiction literature (Hopler, 1996) and films (Black & Romano, 1999), characterizations of hit men serve as the representational models that frame our cultural perceptions of murder-for-hire.

from *The Varieties of Homicide and Its Research: Proceedings of the 1999 Meeting of the HRWG*, p. 224

(Continued on Page 11)

## The Knoxville Hit (Continued)

I began planning a trip to Knoxville, Tennessee to meet Dr. Black almost before I'd finished reading his article. I wanted to discuss the history of contractual murder with him and get his opinion on some of my theories regarding its cultural significance; unfortunately, life once again intervened—throwing a few good-sized wrenches into my research plans—and I was forced to postpone my trip (I thought) indefinitely. And then it happened—as I was making arrangements to return my research award to the Eisinger Fund, I turned on the television, saw Dr. Black being interviewed as part of a special “hit man” edition of NBC’s *Dateline* and thought: *this is it; it’s time I made my Knoxville trip a priority*. The next day, I contacted Dr. Gabin and asked her if I could use my Eisinger money to visit and interview Dr. Black. When I received the “all clear,” I bought a tape recorder, booked my flight to Knoxville and thought: *finally...I’m going on a research trip that’s actually going to work out*.

And it did work out; in fact, the trip was phenomenal. Dr. Black is everything a scholar should be: serious and brilliant (of course), but also kind, generous and eager (not just willing) to assist others working in the field. When I arrived in Knoxville, he and his assistant picked me up at my hotel and took me out for dinner and a few hours of the most fascinating conversation I’ve had in years. The next day, Dr. Black welcomed me into his home, shared with me the research data he’d spent the last decade compiling and gave me a crash course in field research. We worked for four hours in the morning, broke for lunch and a few hours of informal conversation and then resumed work in the afternoon. By the time we finished, it was early evening and I had more information than I could process in three or four months. Here is just a sample of what I learned:

- There has never been a documented case of a hit woman (that means every movie, novel and short story that features a female hired killer is a *complete fiction*)
- Women are as likely as men to solicit the services of a hired killer
- Contractual murder is largely a white, middle-class phenomenon
- Contractual murder happens as often in rural and suburban areas as it does in cities
- The average murder-for-hire plot is “a fairly long, drawn-out process [that] follows a very, very scripted... sequence of activities... [which suggests to Dr. Black] that it is deeply embedded in our culture.... [I]t’s out there and it’s available as a cultural tool to draw on.”

But here is the most amazing thing: after having spent close to fourteen hours discussing theories and methodologies and pouring over data, I felt sure that Dr. Black would be anxious to get rid of me; however, as I was leaving, he stopped me, told me how pleased he was that I had come to Knoxville, expressed a willingness to become a member of my dissertation committee (should I ever need him to serve in that capacity) and suggested that the two of us author a paper at some point. I was floored.

Without the generosity of the Eisinger Foundation and the understanding of the American Studies faculty, my meeting with Dr. Black might never have taken place; I am indebted to all of those involved and all have my sincere thanks. I am also grateful to Dr. James Black and his assistant, Nicole Cravens, for spending so much time with me, for making me feel so welcome and for sharing with me so unselfishly the fruits of their own labors. Even now, months later, I feel I am just beginning to appreciate the magnitude of what transpired over the course of the two days I spent in Knoxville; unless I am very much mistaken, the data I gathered on that trip will have an effect on every aspect of my current project.

In 1996, Overlook Press published Jay’s first book, *The Killing Spirit: An Anthology of Murder-for-Hire*. The *Midwest Book Review* called *The Killing Spirit* “a seminal literary anthology and riveting reading” and it received a “star rating” in *Book News*. The cover of the American edition is pictured here.

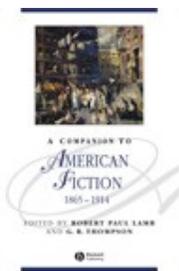


## Faculty News

**Kristina Bross** was inducted into The Purdue Teaching Academy, which consists of fellows and associate fellows that provide leadership for the improvement of undergraduate, graduate and outreach teaching. Winners are chosen because they have demonstrated excellence in teaching and have identified and solved a problem within education. Professor Bross won the Outstanding Teaching Award in Memory of Charles B. Murphy, which automatically qualified her for the fellowship.

**Richard Hogan** has had two recent publications of interest to American Studies. "Was Wright Wrong? High-Class Jobs and the Professional Earnings Advantage," *Social Science Quarterly*, vol. 86, No. 3 (September 2005): 645-663 and "Political Opportunity and Capitalist Crisis," pp. 161-176 in Maria Kousis and Charles Tilly (eds.), *Economic and Political Contention in Comparative Perspective* (Boulder, CO: Paradigm Publishers, 2005). The first is a critical review of 25 years of research on Marxist class categories and income inequality. The second is a critical review of work in the Tilly-Tarrow-McAdam tradition of social movements and social change, focusing on the rise and fall of the labor movement in the U.S.

**Robert Lamb's** article, "Fast-Fish and Loose-Fish: Teaching Melville's *Moby Dick* in the College Classroom," appeared in *College Literature*, 32.1 (2005): 42-62. He also co-edited a book with G. R. Thompson, *A Companion to American Fiction, 1865-1914*, Oxford, Berlin, and Malden, MA: Blackwell Publishers, 2005, xvii + 655 pp.



**Daniel Morris** was promoted to full Professor in the Department of English. Professor Morris is also the Assistant Head in the Department of English.



**Randy Roberts** has been named a distinguished lecturer by the Organization of American Historians. He will speak at colleges and universities for the next five years as a representative of the OAH. Roberts was also recently featured in the Ken Burns documentary, *Unforgivable Blackness: The Rise and Fall of Jack Johnson*. Roberts, who wrote *Papa Jack: Jack Johnson and the Era of White Hopes*, served as a contributor on the film about the boxer who dealt with racism in the early 1900s.

**Charlene Seigfried** was awarded the 2005 John Dewey Society Outstanding Achievement Award at the American Education and Research Association meeting in April 2005. It is given for "excellent contributions to education and culture that reflect the spirit and vision of American Philosopher John Dewey." She also received a Center for Humanistic Studies grant in fall 2004, for a book project on Jane Addams, tentatively titled, *Sympathetic Understanding and Cooperative Inquiry: Jane Addams Social Philosophy*. While in Rome on sabbatical during 2004-05, she gave talks at the International Conference on American and European Values: A Philosophical Rapprochement at the Institute of Philosophy and Sociology, Opole University, Poland; the International Conference on John Dewey's Importance for Democracy and Education, Opening of the Dewey Center, University of Cologne, Germany; and was the Leading Speaker at the International Conference on William James's Essays in Radical Empiricism, the Sorbonne, Paris, France.

## Spring 2006 Course Offerings

AMST 602: Critical Race Theory and Contemporary U.S. Literature and Culture, Bill Mullen, Th, 3:30-5:50.

AMST 630: M.A. Research Seminar, P. Ryan Schneider, W, 2:30-5:20. A research seminar required of all M.A. students in their final semester.

AMST 650B: Reading Seminar in American Studies: Subjectivity in Action, Cross-listed with PHIL 507, Charlene Seigfried, TTh, 3:00-4:15.



AMST 650D: Reading Seminar in American Studies: History of Community and School Reforms, Cross-listed with EDST 612A, Anne Knupfer, M, 5:30-8:30.

AMST 650E: Reading Seminar in American Studies: Early American Studies: Reading and Seeing, Cross-listed with ENGL 696E, Christopher Lukasik, T, 11:30-2:20.

AMST 660C: Research Seminar in American Studies: Archival Theory and Practice, Cross-listed with HIST 652S, Susan Curtis, M, 2:30-5:20.



AMST 660T: Research Seminar in American Studies: Globalization, Neoliberalism, and the United States, Cross-listed with POL 631, Harry Targ, Th, 2:50-5:40.

Please see the American Studies website for detailed course descriptions. (<http://www.cla.purdue.edu/american-studies/>)

### American Studies Excellence in Teaching Award

This year the American Studies Program will honor one of its students with the first-ever American Studies Excellence in Teaching Award. The award will go to a student who demonstrates an outstanding, innovative record of teaching. The award will be determined by a committee of American Studies faculty and presented at the American Studies Spring Symposium. A certificate of recognition and check for \$500 will be included with the award.

Students may be nominated or self-nominate for the award. To be eligible, a student must be employed in at least two consecutive semesters of teaching concurrent with and prior to the semester in which the award is received. Students eligible for the award must also be enrolled in the American Studies Program and be in good standing.

Nominees should submit a 1-2 page statement of teaching philosophy, a CV, a copy of teaching evaluations from the two most recent consecutive semesters of teaching, and a letter of recommendation from one faculty member familiar with their teaching. Materials should be submitted to Delayne Graham in IDIS by March 1, 2005. Please contact Bill Mullen at [bvmullen@purdue.edu](mailto:bvmullen@purdue.edu) or at 494-4735 if you have questions.

### American Studies Community Service/Social Justice Award

This year the American Studies Program will honor one of its students with the first-ever Community Service/Social Justice Award. The award will recognize outstanding engagement with a local, regional, national or international agency, entity, or community meant to positively impact the lives of people within the scope of the project. The award is meant to recognize work that is partially complete, complete or ongoing but which shows clear potential for success. The project may include Purdue personnel and resources but should be focused outside of the University. Nominees for the award must be enrolled in the American Studies Program at Purdue and be in good standing.

The award will carry a certificate of recognition and bring a \$500 check to be presented at the American Studies Spring Symposium. Students may be nominated or self-nominate. Nominees must submit a 1-2 page description of their project. Supporting materials relevant to the project may be appended. A one-page letter from a person connected to the project attesting to its value and merit for the award must be included.

The award will be determined by a committee of American Studies faculty. Nominees for the award must submit materials to Delayne Graham in IDIS by March 1, 2005. Please contact Bill Mullen at [bvmullen@purdue.edu](mailto:bvmullen@purdue.edu) or at 494-3735 if you have questions.

### American Studies Paul and Eslanda Robeson International Studies Award

This year the American Studies Program will honor one of its students with the first-ever Paul and Eslanda Robeson International Studies Award. The award recognizes original, innovative scholarship, service or teaching focusing on some area outside of the borders of the United States. The award is in recognition of the outstanding international cultural, political and social work undertaken by Americans Paul and Eslanda Robeson, who between them visited and served many of the world's communities.

The winner of the award will receive a certificate of recognition and a check for \$500 at the American Studies Spring Symposium. Students may be nominated or self-nominate. Nominees must be enrolled and in good standing in the American Studies Program. Nominees should submit a 1-2 page description of the project for which they seek the award. The award is meant to recognize work that is partially completed, completed, or in progress, and which shows clear potential to succeed and to make a contribution to American Studies. Nominees should also submit a one-page letter from a person connected to the project attesting to the work and potential of the project.

The award will be determined by a committee of American Studies faculty. Materials for the award should be submitted to Delayne Graham in IDIS by March 1, 2005. Please contact Bill Mullen at [bvmullen@purdue.edu](mailto:bvmullen@purdue.edu) or at 494-4735 if you have questions.

### American Studies Travel Grants

Every year, the American Studies program supports many of its students traveling to national and international conferences. Funding is available for students at both the M.A. and Ph.D.-levels.

In order to receive travel support please submit the form on the American Studies website (located under Events & Awards) to Professor Bill Mullen either through email at [bvmullen@purdue.edu](mailto:bvmullen@purdue.edu) or by regular mail to Beering Hall of Liberal Arts and Education, Room 1289, 100 North University Street, West Lafayette, IN 47907-2098.

## 2005 Fellowships Awarded in American Studies

The Program in American Studies has outstanding students and many of these students were awarded fellowships this year from the University. Below is a list of the recipients along with a brief description of the fellowship received. The Program congratulates all of these students!

**Laura Beadling** was awarded the Bilsland Dissertation Fellowship. This fellowship provides support to outstanding Ph.D. candidates in their final year of writing. It is expected that the student will receive their doctoral degree at the completion of the one-year fellowship.

The David M. Knox Fellowship was awarded to **Ernest Gibson**. This fellowship seeks to enhance the diversity of the graduate student body through the recruitment of students from diverse backgrounds with diverse views and experiences.

**Katie Armstrong, Katie Bashore, Erica Morin and Karen Salt** were awarded Lynn Fellowships. These are awarded to recruit outstanding students to interdisciplinary programs at Purdue.

Vanessa Hall received a one-year PRF Research Fellowship. Several students received the Purdue Graduate School Summer Research Grant—**Megan MacDonald, Charles Park and**

**Aubrey Thamann**. These grants provide support for travel and research during the summer.

Two Strategic Initiatives Fellowships were awarded to American Studies students. These students were required to submit a proposal to attract external or internal sources of funding; enhance recruitment or retention of graduate students; emphasize mentoring relationships between faculty and students; foster interdisciplinary graduate education or enhance the quality of graduate student life. **Christina Abreu's** proposal created the American Studies Graduate Student Organization (ASGSO). There is further information below on the ASGSO planned activities. **Daniel McKay** seeks to recruit graduate students from the United Kingdom through a promotional brochure and other initiatives.

This is quite an impressive list of student awards and shows the caliber of people in the American Studies program.

## American Studies Graduate Student Organization Formed—By Christina Abreu

I don't think we'll be sponsoring bake sales or fall dances any time soon, but with the formation of the new American Studies Graduate Student Organization (ASGSO) anything is possible. Primarily, though, the ASGSO was organized to more formally address the academic, professional, and social needs of graduate students in the Purdue American Studies program.

The ASGSO is headed by a committee of five American Studies students: Christina Abreu, Katie Bashore, Lee Bebout, Kirstin Eismín, Malcolm Foley, and Brian McCammack. This core committee meets twice a month to engage in cross-disciplinary dialogue and plan academic, professionalization, and community-building activities for all students in the program.

As one of its first activities of the year, the ASGSO hosted an Old Student/New Student Forum whereby current and new graduate students were able to come together in a casual setting and discuss graduate life at Purdue. Some of the topics discussed included information on funding opportunities, tips on riding the CityBus and finding parking on campus, as well as the locations of queer safe spaces, organic food stores, and running trails in the West Lafayette/Lafayette area.

The ASGSO has also worked to develop mentoring relationships between more advanced and new graduate students in the program. Mentors were encouraged to contact their mentees and offer insights into transitioning both academically and socially to life in graduate

school. Mentoring pairs meet individually for a variety of reasons—they might toss around ideas for a research paper topic, discuss post-colonial or queer theories, watch football, or, in one case, dine on homemade eggplant parmesan.

In the coming months, the ASGSO has several activities planned to continue to foster academic growth and create a greater sense of community. The ASGSO is currently designing a writing workshop to allow students to receive substantive feedback on research papers, proposals, and presentations from their peers from within and outside their home disciplines. The ASGSO is also helping to coordinate a group trip to the American Studies Association Conference in Washington, D.C. in November.

The core committee of the ASGSO invites all students and faculty in the program to suggest ideas for academic and social as well as formal and informal activities. As we continue to expand, who knows, you just might be asked to vote on program favorites like best dressed teaching assistant or most interlibrary loan requests in a semester!



ASGSO members Christina Abreu and Brian McCammack

“Globalization, Transnationalism and the Future of American Studies”  
 Fall 2005 American Studies Lecture Series & Colloquia

- **October 7, 2:00-4:00 p.m.**, Beering Hall, Room 1245  
**"Transcending Border Theory: Chicano/a Studies and Beyond"**  
*Lee Bebout, Ph.D. Candidate, American Studies, Purdue; Charles Park, Ph.D. Candidate, American Studies, Purdue; Sujey Vega, Ph.D. Candidate, Anthropology, University of Illinois-Champaign Urbana*
- **October 14, 2:00-4:00 p.m.**, Stanley Coulter, Room 239  
**"Gender, Border Studies and American Studies"**  
**Reception to follow in Beering Hall, Room 1284**  
*Sonia Saldivar-Hull, University of Texas-San Antonio*  
 On campus reception to follow
- **October 28, 2:00-4:00 p.m.**, Beering Hall, Room B268  
**"Animal Rights, Human Wrongs"**  
**Reception to follow in Beering Hall, Room 1284**  
*Mark Bernstein, Joyce and Edward Brewer Chair in Applied Ethics,*

*Department of Philosophy, Purdue*

- **November 11, 2:00-4:00 p.m.**, Beering Hall, Room B268  
**"On Aesthetics and Identity: Marjorie Perloff's Vienna Paradox"**  
*Daniel Morris, Professor and Assistant Head, Department of English, Purdue*
- **November 18, 2:00-4:00 p.m.**, Beering Hall, Room B268  
**"Racing Toward Representation: An Understanding of Racial Representations in Video Games"**  
*Samantha Blackmon, Assistant Professor, Department of English, Purdue University*
- **December 1, 2:00-4:00 p.m.**, Beering Hall, Room B268  
**"Paul Robeson: Marxist and Global Activist"**  
*Harry Targ, Professor, Department of Political Science, Purdue University*

**Insider/Outsider Perspectives in American Studies—2005 American Studies Spring Symposium**



*Dr. Sherna Gluck and Leon Fink with Interim Chair Nancy Gabin.*

On March 4 and 5, the American Studies students and faculty gathered for the annual American Studies Spring Symposium. This year the theme was Insider/Outsider Perspectives in American Studies and the event was largely planned and coordinated by Nancy Gabin, Delayne Graham and Megan MacDonald. On Friday, students from not only American Studies but other disciplines presented papers at panels throughout the day. On Friday evening, at a reception held at the Purdue Memorial Union, Dr. Leon Fink, University of Illinois, Chicago, presented "Sweatshops at Sea: Revisiting the Seaman's Act of 1915". Also on Friday



*Lee Bebout, Christina Abreu, and Carson Cunningham.*

evening, the Chester E. Eisinger awards and prizes were presented by Dr. Nancy Gabin. On Saturday, Dr. Sherna Gluck, California State University, Long Beach, presented "Return to Orality: Promises and Problems" to a large audience in Stewart Center. In all, this year's symposium was a huge success with much intellectual interaction and collegiality between everyone involved.



*Kenya Davis-Hayes, Charles Park and Jeffrey Helgeson.*



*Sarah Rose, Karen Salt, Heathermarie Honzik, and Stacy Weida.*



*Adam Criblez, Aubrey Thamann and Brian McCammack.*

**Former Students—Send us your news!** Please help us keep up with your achievements and career successes by completing and returning this form.

New address: Yes  No

Year Degree Received: \_\_\_\_\_ M.A.  Ph.D.

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Current Position and employer: \_\_\_\_\_ New Position? Yes  No

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