

AMERICAN STUDIES NEWSLETTER

American Studies at Purdue Keeps on Keeping On

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"#9 with a bullet." In the record industry, a Top 10 hit means your life changes forever (just ask Kanye West, and don't ask Britney Spears). In the academy, being in the Top 10 means you've done something special.

Last year, the *Chronicle of Higher Education* reported that Purdue's American Studies program was ranked #9 in the nation. That information came in a study titled "Faculty Scholarly Productivity Index" by Academic Analytics, a company partially owned by the State University of New York at Stony Brook. Faculty Analytics ranked 294 doctoral programs at 354 institutions. The survey measured Faculty Productivity in three categories: publications, including books and journal publications and citations; federal-grant dollars awarded, and honors and awards.

Purdue's American Studies faculty ranked ninth overall, just ahead of the University of Southern California. In percentage of faculty with a book publication, Purdue tied for third--with Harvard. These rankings were earned despite the fact that Purdue had the third *smallest* program in terms of number of faculty among universities in the top 10.

Why is our program so good? The answer as always lies with the dedication of the people in it.

Ever since its inception in 1964 under the directorial vision of founder Chester Eisinger, American Studies at Purdue has prided itself on building an outstanding program using relatively modest means. While we do not have the fiscal or programmatic resources of a Yale, Michigan or Harvard with whom we compete, our program has grown to include 27 affiliated faculty from eight academic departments and two academic programs, including three faculty from the College of Education. Since the Fall of 2006 we have added exciting new faces to our program including **Lance Duerfahrd** from English and Cinema Studies, **Nadine Dolby** from the Department of Curriculum and Instruction in the College of Education, and **Sonia Gonzalez** from



American Studies in China: Pictured here are M.A. students from the American Studies Program at East China Normal University; Purdue Ph.D. students Adryan Glasgow, Jamie Hickner, Christopher Norlund, Charles Park, Erik Wade and Cong Yin, and Purdue and ECNU faculty who participated in the "Transnational American Studies in China" seminar in Shanghai this May.

Foreign Languages and Literatures. This Fall, **Dawn Riggs**, a new assistant professor of Native American History joins our affiliated faculty, as does **Yvonne Pitts**, a new assistant professor of History, Constitutional Law and Critical Race Theory and **Al Lopez**, new Associate Professor of English (*see inside for profiles of each*). Together, they will greatly deepen the pool of courses, intellectual specializations and ranges of expertise available for our students.

Speaking of students: this Fall, we also admitted an exceptional and exceptionally strong cohort (*see their profiles inside this issue*). They have already distinguished themselves by volunteering their time and service to our standing committees in the program. Two of the new cohort, **Cem Ceyhan** and **Arslan Jumaniyazov**, have come to us from a long way off: Cem from Istanbul, Turkey, and Arslan from his native Turkmenistan.



American Studies Ph.D. candidate Charles Park, ECNU Comparative Literature Liao Weichun, ECNU Associate Dean Jin Hengshan and Program Director Bill Mullen take a group picture alongside a sculpture of eminent 20th century Chinese feminist author Ding Ling.

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American Studies at Purdue (continued)

Cem and Arslan were first introduced to Purdue American Studies in the Spring of 2006. That is when **Susan Curtis**, myself, **Lee Bebout**, **Sabine Klein**, **Charles Park** and **Karen Salt** traveled to **Fatih University** in Istanbul for an international American Studies conference. Cem and Arslan each gave outstanding papers at the conference---and we are very happy that they now call Purdue home.

American Studies at Purdue itself is also now calling far away places home. This past May, six Purdue Ph.D. students, including four Ph.D. students in American Studies, traveled to **East China Normal University** in Shanghai, China to participate in a two-week seminar entitled "Transnational American Studies in China." **Jamie Hickner**, **Chris Norlund**, **Charles Park** and **Erik Wade** participated in lectures and discussion on the state of American Studies in the U.S. and China. The seminar included discussion of the history of the teaching of U.S. history and literature in China; close analysis of Disney's adaptation of the classic Chinese *Mulan* myth; discussions of the history of American Studies in the U.S. and of the expanding role of Asian American Studies within it; an extraordinary tour of Shanghai paired with a screening of the latest *Mission Impossible* film; and great camaraderie---some of it in Shanghai nightclubs---between students from Purdue and East China Normal University. If you haven't already, please check out our weblink here

<http://www.cla.purdue.edu/american-studies/courses/china.cfm> to see PowerPoint lectures and pictures from the Shanghai seminar.

The Shanghai seminar is one of the first steps in an ongoing exchange of students and faculty between ECNU and Purdue. More generally, the seminar culminated two years of attention to questions of transnationalism and the role of the international in American

Studies at Purdue. This October, fourteen of our students will get a first-hand look at the "theory and practice" of transnational scholarship when they travel to Philadelphia for the annual **American Studies Association** meeting. The conference theme, "America *Aqui*: Transhemispheric Visions in American Studies," will continue the profession's intense attention to new ways of thinking geographical frontiers and borders. No fewer than four American Studies current and former students (**Lee Bebout**, **Laura Beadling**, **Sabine Klein**, **Karen Salt**) will appear on the conference program. Lee and Laura are two of Purdue's most recent American Studies success stories, having landed tenure-track jobs at Sam Houston State University and University of Wisconsin-Platteville, respectively, this past Spring. Congratulations again to Lee and Laura!

Ahead for this year in American Studies is a continued and expanded commitment to the needs of students in the program. We've created four new courses to serve this purpose: **American Studies 603**, which will allow Ph.D. students to work under faculty supervision on their Special Field examination; **American Studies 695**

"Internship/Service Learning," to allow students course credit for engagement and professional development; **American Studies 610**, "Transnational American Studies Abroad," for Study Abroad options; and **American Studies 620** "Theory and Practice of Archival Research," a course dedicated to use of archival materials.

We'll continue our professionalization workshops on fellowships and the job market, and we've substantially increased our budget support for student travel and research for 2007-2008. Finally, we'll continue planning for our international conference in Fall 2008: "American Studies and Imperial Designs: New Perspectives on the U.S. in the World." The conference will bring together leading scholars, students and activists to help us assess the state of American Studies and the U.S. in a rapidly globalizing and newly imperializing world. I am happy to announce that **Professor Amy Kaplan**, University of Pennsylvania, will provide a keynote speech at the conference. Professor Kaplan is the author of several important books on transnational and empire in American Studies, including *The Anarchy of Empire in the Making of U.S. Culture* and co-editor, with Donald Pease, of *Cultures of United States Imperialism*. Please see the conference Call for Papers at our homepage "Events" link and also in this newsletter and plan to make a presentation or to attend.

To return then to where we started: the Top 10 is currently the resting place for our program, but as you can see from all we have done and continue to do the sky remains the limit for American Studies at Purdue.



New AMST students Sherrema Bower (with back to camera) and Cem Ceyhan converse at the American Studies Orientation Picnic.



Students Sabine Klein and Arslan Jumaniyazov enjoy the Orientation Picnic with American Studies faculty member Christian Knoeller and his wife Julie, who is the Program Coordinator. In *Women's Studies*.



Purdue and ECNU students (lower right) kick off their seminar with a walking tour of Shanghai. The tour followed a lecture by Professor Jin Hengshan on the history of the city.

Scenes from “Transnational American Studies in China”
2007 Maymester Study Abroad to East China Normal University



Outside Yu Gardens during a tour while at ECNU.



Erik at The Shanghai Museum of Contemporary Art.



A photograph of Changfend Park near the East China Normal University campus.



Bill Mullen lecturing at ECNU.



A building at Yu Gardens.



Erik Wade, Charles Park and Jamie Hickner, along with an ECNU student, engage in discussion during a class.

Looking East to American Studies: Perspectives from Shanghai—By Jamie Hickner

In May 2007, Professor Bill Mullen directed an American Studies exchange program that brought Purdue students to China to meet with their counterparts at Shanghai's East China Normal University [ECNU]. Six graduate students from Purdue participated in the exchange (including Cong Yin, Erik Wade, Charles Park, Chris Norlund, Adryan Glasgow, and Jamie Hickner). The two-week program involved lectures, visits to cultural sites, film screenings, and both formal and informal discussions among students and faculty. More than two dozen ECNU students participated in the program, as well as six ECNU-associated faculty members.

As one of the students participating in the program, I hoped that it would give me a chance to learn more about how Chinese students of American Studies perceive both the United States, as a nation, and the field of American Studies; I was not disappointed. Lectures by Chinese faculty addressed a wide range of topics, from an historiography of American History as studied by Chinese scholars—that detailed how such histories have been shaped by ideological shifts within China—to a consideration of how recent American contemporary fiction is being received by Chinese scholars and the reading public. In addition, exchanges between Purdue and ECNU students revealed the range of scholarly interests among Chinese students—from Melville to Morrison and from the *Partisan Review* to Neo-Conservatism.

However, much of the program also invited Purdue students to rethink our own assumptions about the field of American Studies and to learn more about life in China. Classroom discussions provided a kind of “safe space” in which students could consider issues related to race, class, gender, and sexuality, topics that seem to be less commonly addressed in classrooms in China. Chinese students asked us to talk about race in America—both as a historical subject and as a practical reality, and we did. We also responded in kind, asking to hear how race functions in China, a country with one dominant ethnic/national group (Han) and 55 other recognized minority groups. Students stated time and again that China does not suffer from the kind of “race issues” that dominate the U.S., yet we learned this from our colleagues—all of whom claim Han ancestry.

The program also afforded opportunities to explore Shanghai. What seemed most striking about the city was the ways in which “old” and “new” coexist in interesting and complicated ways. Shanghai is a city of contrasts. Beneath the impressive skyline, elevated multi-laned highways crisscross the city. Millions of workers commute amid endless streams of bicycles that must compete for space with roads that are increasingly dominated by cars, trucks, and mopeds—including a surprising number of late-model German luxury cars. At intersections, older beggars dressed in “traditional” Communist-era garb hold out bowls for spare change, while young people check their high-tech cell phones, toggling between music and video clips. And the bicycles and bicycle-carts that pass by are loaded with every imaginable cargo: enormous bags of garbage; stacks of Venetian blinds; baskets of laundry, neatly folded and open to the city air; cases of Budweiser beer.

In some ways, downtown Shanghai feels much like New York—with its mix of retail, commercial uses, parks and public open space. Nanjing Road, a pedestrian street with flagship department stores, is dominated by enormous flashing signs and billboards, a mediascape that brings to mind Times Square. Yet even in upscale districts like Nanjing Road, women vendors roam the sidewalks, balancing counterweights bearing heavy plates of fruit unfamiliar to most American palates: Mangos-teen, with their hard, smooth, chestnut exteriors; the maroon-rippled shell of the Lychee; the bright pink of the fish-like Dragon Fruit; and, the forbidding spikes of the Durian. Passersby select their fruit, and the women gather them into brown bags, squatting before glitzy shop displays filled with skirts and purses that cost more than these women will make in a year.



A fruit vendor in Shanghai.

It's a strange thing to be a westerner in Shanghai, a city that still bears physical traces of its economic occupation through foreign concessions. From the time of the 1840 Opium War on, China granted a series of concessions to western powers, most notably the British and French, though there was also an American Concession. It was in the British Concession in 1866 that the city's first park bore the shameful sign: “Chinese and dogs not allowed.” The era of concessions formally ended with Mao Zedong's victory in the Chinese Civil War in 1949, but the territories are still easily detectable, with their foreign architecture and specialized stores. The former French Concession, for instance, is one of the city's elite venues, best known for its boutique shops and its many exclusive restaurants, bars, and clubs. It is also the place in the city with the greatest concentration of European visitors and residents; this presence lends an eerie historical continuity with the area's concessionist past.

The French Concession itself is a mix of old architecture and new, including Xintiandi, a new development that feels like a mix of old Shanghai, Disneyland, and Berlin's Sony Center at Potsdamerplatz. Xintiandi caters largely to foreigners and Shanghai elites, with its pricy multi-ethnic restaurants and cafes, music and film venues. The development is in a neighborhood whose recent urban renewal saw the destruction of thousands of units of shikumen, the “stone gate” houses that used to be a Shanghai staple, with their long alleyways leading to modest interior courtyards. In their place now are shiny new residential towers. And yet, it is nostalgia for the “old Shanghai” that Xintiandi capitalizes on, as the development renovated and produced an “old” shikumen community—albeit one filled with shops offering the latest designer goods.

It's interesting to note that Jin Hengshan, the Professor of English at ECNU who coordinated our activities in Shanghai, argues that Chinese students today—including his own—are largely “apolitical.” When he said this, there was a general nodding of heads around us, as his students showed their agreement. As they explain it, the pressures of academia—gaining entrance to a program, performing well, and finding employment afterwards in a tight economy—take precedence over political activism. Students have little time to question the crisis of displaced migrant laborers coming in from rural regions and the resulting problems of homelessness and poverty associated with these dislocations. And yet, in a city of 18 million people, and growing, those problems were visible on every corner, and they don't seem to be going away anytime soon.



The AMST group in Shanghai.

2008 International Conference Announced for American Studies

American Studies will sponsor an international conference in 2008 titled "American Studies and Imperial Designs: New Scholarship and Perspectives on the U.S. in the World." The conference will be held September 11-14, 2008 at Purdue.

We seek papers, panel proposals and performances that demonstrate bold new ways of thinking about the role and place of American Studies in challenging and describing current moments and acts of imperialism. These can include but are not limited to the wars in Iraq and Afghanistan, global economic restructuring, new forms of global culture, threats to academic freedom, censorship, forms of anti-globalization activism, media, the arts and building cultures of resistance. The conference especially invites papers which articulate new forms of social organizing and resistance to imperialist designs. That is, the conference seeks to bring together scholars and activists committed to the theory and practice of social change, on one hand, and an intellectual project rooted in transformative goals. Finally, the conference seeks to refresh understanding of the terms imperialism and empire on one hand, resistance and revo-

lution on the other. The conference seeks to create a dialectical moment and space for the production of new work and ideas, and new networks of alliance that may move us past the 'imperial moment' into a just global future.

Individual paper proposals with abstracts of up to 250 words; panel proposals no more than one page, with a complete description of the panel and individual papers; roundtables and open hearings on crucial issues and ideas up to 250 words in length; performances and/or readings on the conference theme up to 250 words are all acceptable. All proposals must include mailing address, e-mail address and telephone number for all proposed participants.

Proposals may only be sent via e-mail to Bill Mullen, Director of American Studies, Purdue at bvmullen@purdue.edu or to Delayne Graham, Program Assistant in American Studies at dkgraham@purdue.edu. Only e-mail submissions will be considered for review. Deadline for submission: Dec 15, 2007.

Kristina Bross' German Fulbright Experience: Spaetzle and American Studies

My six months in Mainz, Germany as a Fulbright Lecturer left me with a keen appreciation for homemade spaetzle, walled medieval cities (see picture), and American Studies, both home and abroad. While in residence at Johannes Gutenberg University, which boasts one of the largest American Studies Programs in Germany, I taught two Hauptseminars, "Writing Indians," and "Fighting Words: Literature and Violence in Colonial America." German students were quite interested in the legacy of American violence, quite readily connecting earlier examples to contemporary issues, and many of them had a keen interest in Native American history and culture, fueled in equal parts, I think, by the German American Studies traditional focus on ethnic and minority literatures, their own encounters with James Fenimore Cooper (one student's father apparently has all of Cooper's novels on his home library shelf), and the legacy of Karl May, the wildly popular German novelist, author of *Winnetou* and other novels of the "wild west."

I also had the opportunity to travel throughout Germany delivering lectures in American Studies programs at Goettingen, Frankfurt, Rostock (Sabine Klein's alma mater), and the applied linguistics program (go figure) associated with Johannes Gutenberg University. Mainz also played host to two international meetings while I was there: "Native American Studies Across Time and Space," a Native American Studies conference featuring Arnold Krupat and Robert Warrior, among other speakers, and a group of our own

Ph.D. students (Alexandra Hill among them), who participated in a Maymester study, "Germans and Indians in Colonial America." Ask Alex about the pleasures of reading the 400-page novel *Tokeah*, by Austrian author Charles Sealsfield. Among its high points: captivities by Indians, pirates, backwoodsmen, French officers, and alligators.

This last project had its ups and downs (notable among the ups: a wide-ranging roundtable discussion among graduate students at our two universities; notable among the downs: missed trains and lost luggage for five of the six students), but as an experiment it has prompted interest in forming a longer-term relationship between Purdue and Johannes Gutenberg. Plans are in the very early stages for a possible graduate student exchange on a regular basis, and we are hoping for a contingent at Mainz to be here for the Fall 2008 American Studies conference.



Kristina and daughter Kate crossing the moat at Rothenberg. Sie spricht besseres Deutsches als ihre Mutter jetzt.

Meet the New American Studies Students



Michael Anderson joins us as a Master's student. Michael received the Magister artium from the Universitat Tubingen in Germany. In addition, he also completed courses at the City University of New York. He will concentrate in English and is a teaching assistant in the Department of English.

Arthur Banton enters our Ph.D. program having earned his Master's from City College/CUNY in American Social History. Arthur holds a second Master's from City College/CUNY in Production/Business. He completed his B.A. from Herbert H. Lehman College/CUNY in Communications. His major area of concentration is History and he is a teaching assistant in African American Studies.



Shawn Bennion took his bachelor's degree from Brigham Young University where he majored in American Studies. Shawn will concentrate in History and is also a teaching assistant in the Department of History.

Sherrema Bower joins us as Master's student. She received her bachelor's degree in History/Africana Studies from the University of Michigan-Flint. Sherrema will concentrate in Anthropology and is a teaching assistant in the Women's Studies Program.



Michelle Carreon, a Purdue undergraduate, joins our Master's program. While at Purdue, she double majored in both English and Film/Video Studies with a minor in Jewish Studies. Michelle's area of concentration is Sociology. She is a teaching assistant for the Film/Video Studies program.



Cem Ceyhan comes to our Ph.D. program from Fatih University in Istanbul, Turkey. While at Fatih University, Cem earned his Master's degree in English Language and Literature. He also received the bachelor's degree in English Language Teaching from Marmara University, Istanbul, Turkey. Cem will concentrate in English and is a teaching assistant in that department.

Cristina Gonzalez is a Master's student in History. She comes to us after taking her baccalaureate in Interdisciplinary Social Sciences from the University of South Florida. Cristina is the recipient of a Lynn Fellowship.



Arslan Jumaniyazov is a Master's student in History. He comes to us from the American University – Central Asia in Bishkek, Kyrgyzstan. While at American University, he earned his bachelor's degree in American Studies. Arslan is a teaching assistant in the Department of Sociology.

Jennifer Lindquist comes to us after earning her bachelor's degree from the College of St. Benedict where she majored in English. While at Purdue, she will concentrate in English. Jennifer is also employed as the American Studies program assistant.



Kendra Unruh is a Ph.D. student concentrating in English. She took her baccalaureate from Sterling College in Kansas and her Master's from Wichita State University, both in English. Kendra is the recipient of a Lynn Fellowship.

Brett Werenski joins us as a Master's student in English. He earned his bachelor's degree from Truman State University in English. Brett is a teaching assistant in the Department of English.



Student News

Heidi Freeman has had quite a busy year. She received word her essay on Julie Dash's film, *Daughters of the Dust*, will be published in the *Literary Horizons Journal*. This is a venue for graduate student work from Morgan State University. Heidi also submitted an article to *Critical Studies in Media Communication*. The untitled article discusses representations of black gay men on television, particularly Omar Little on HBO's *The Wire*, Julien Lowe on FX's *The Shield*, and Keith Charles on HBO's *Six Feet Under*.

Christopher Norlund spent his summer as an invited guest scholar at Fudan University in Shanghai, China. Chris spoke at the

Center for American Studies about his life in the United States and being Vietnamese and also being American.

Karen Salt received Honorable Mention Selection in the 2007-08 Ford Foundation Predoctoral Diversity Fellowship Competition. In addition, during the last two years, Karen conducted three separate systematic reviews of medical and social science literature on cultural and linguistic competency in healthcare, collaborative and cooperative health endeavors within communities, and infant circumcision. The findings were recently published in the peer-reviewed, international *Journal of Perinatal Education*.

Alumni News

Lee Bebout (Ph.D. 2007) published “Hero Making in El Movimiento: Reies López Tijerina and the Chicano Nationalist Imaginary.” *Aztlán: A Journal of Chicano Studies*. Volume 32, number 2 (Fall 2007).



Scott Hoffman (Ph.D. 2005) worked as an historical consultant for a documentary for KLRU-TV, Austin PBS, that examined how World War II affected Central Texas. The documentary premiered on September 23, 2007. Scott helped to provide historical context for the many stories and interviews collected and also assisted in writing the script. For more details about *KLRU Presents: The World, the War and Texas* and KLRU’s events surrounding the series, see www.KLRU.org.

Brian McCammack’s (M.A. 2006) essay, “Hot Damned America: Evangelicalism and the Climate Change Policy Debate,” appeared in *American Quarterly* 59:3, September 2007, special issue, *Religion and Politics in the Contemporary United States*.

H. Clark Maddux’s (Ph.D. 2001) article, “God’s Responsibility: Narrative Choice and Providential History in Mather’s *Biblia Americana* Commentary on Ezra,” appeared in *Early American Literature*, 42, no. 2 (2007): 305-21.



Laurent Wrzesinski (M.A. 2007) received Honorable Mention Selection in the 2007-08 Ford Foundation Predoctoral Diversity Fellowship competition. The Ford Fellowship is among the most competitive and distinguished graduate fellowships in the U.S.

Ph.D. Degrees Awarded December 2006—August 2007

Laura L. Beadling, “The Aesthetics of Translating Cultural Trauma: Traumatized Communities in Twentieth-Century Fiction and Film.” May 2007

Lee Bebout, “The Presence of the Past: The Mythohistorical in the Chicano/a Movement and Post-Movement Era.” May 2007

Vanessa Hall, “Put Yourself in My Shoes: A Cultural Geography of Raymond Carver’s America.” December 2006

Julie Lester, “The Agrarian Myth as Narrative in Agricultural Policymaking.” May 2007

Paul Reich, “Race-ing West: Propaganda and Pedagogy in African American Fiction, Poetry, and Autobiography.” May 2007

Zhen Zou, “Smoke Gets in Your Eyes’: American Writers on the Opium Issue in China, 1840-1860.” December 2006

M.A. Degrees Awarded May 2007

Katie Armstrong

Katie Bashore

Kirstin Eismin

Ernest Gibson

Thomas Hertweck

Cristen Marek

Erica Morin

Laurent Wrzesinski

Kenya Davis-Hayes Appointed to California Council for the Humanities

Dr. Kenya Davis-Hayes, Assistant Professor of U.S. History at California Baptist University in Riverside, California, was recently appointed by Governor Arnold Schwarzenegger to the California Council for the Humanities. As one of two appointees, Dr. Davis-Hayes will represent the Governor’s office in the Council’s efforts to create a sense of statewide community through the use of the Humanities. Currently, the California Council for the Humanities is sponsoring a variety of historical and artistic projects aimed at reflecting the “California experience.” Most notably, the Council is sponsoring a documentary entitled “California Stories” which unearths the varying immigration tales of California residents. As a state consisting almost predominately of residents born outside of the state, “California Stories” seeks to find the common denominator for immigration to California.

Dr. Davis-Hayes graduated with her doctorate from Purdue University’s American Studies program in 2005. While at Purdue, she held a variety of teaching assistant positions in the Department of History as well as the School of Education’s Department of Curriculum and Instruction. She states that her interdisciplinary background, as well as the social justice component of American Studies scholarship, has fostered her efforts to participate in local, state and even international projects and programs which assist in the building of community.



2007 Chester E. Eisinger Awards

The 2007 Chester E. Eisinger Awards were presented at the annual spring symposium on April 20, 2007. The Chester E. Eisinger Prize for the best unpublished essay in American Studies went to Lee Bebout for an essay entitled, "From Mothers to *Revolucionarias*: Chicana Feminism & the Rescripting of La Familia de la Raza."



The winners of the Chester E. Eisinger Research Awards were Charles Park and Melissa Peck. The Eisinger Research Awards are meant to encourage graduate student research in archival and library collections.

The Chester E. Eisinger Prize and Research Award

One Eisinger Prize is awarded annually to recognize excellent scholarship among American Studies students. The Prize is 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.

A Summer Seminar on the Black Church as an Institution—By David Kemp

This summer I was fortunate, or as one might say in the religious sphere, blessed, to attend the West Virginia University Summer Seminar in Literary and Cultural Studies. The seminar, titled "The Lord's Battle I Mean to Fight": The Politics of African American Piety," was led by Jocelyn K. Moody, an Associate Professor of English at St. Louis University, and coordinated by John Ernest, the Eberly Family Distinguished Professor of Literature at West Virginia University. In preparation for the seminar, its participants, all twenty-three of us, were requested to read the course packet consisting of nine articles that was mailed to us approximately two weeks before our arrival. In addition, we were required to read four books either in their entirety or selected chapters. Exposure to the references alone was worth the cost of admission, which by the way was supported by an American Studies travel grant.

Some of the course materials revisited some of the oldest topics pertaining to the nascent, growth, and political and social functions of the institution of the African American church, its leaders, members and religion. We read and discussed African American writings as early as the 1748 confession by Flora "Negro" Nedson of Ipswich, Massachusetts, and as recent as the 2007 book edited by Kristin Waters and Carol B. Conaway, *Black Women's Intellectual Traditions: Speaking Their Minds*. As one might imagine, this more than two and a half centuries of African American religious literary body of work presented a theological and philosophical smorgasbord that its readers could sit down to and really sink their teeth into. However, one had to be careful that one did not bite off more than he or she could chew. There were a couple of sessions that yours truly attended that resulted in a malaise, that I am sure was not the result of the coffee I drank, nor the pastries I ate.

This malaise, which I now recognize as nothing more than mental indigestion, was caused by the intellectual charges released during our passionate round-table discussions. Although everyone was courteous and respectful to others opinions, this was not a gathering for the faint-hearted. The participants of the seminar were as diverse as the two and a half centuries of literature we discussed. And like the authors of this body of work, who were driven by their personal experiences, religious convictions, belief systems, and the political and social challenges of their day, we were no different. Thus, the topics raised were multitudinous, provocative and the discussions spirited among the group that consisted of several male and female ministers, an individual whom attended seminary school for years, but was now more interested in studying atheism, professors and graduate students at various stages of development, Catholics, Baptists, Methodists, Pentecostal, Presbyterians, feminists or womanists, southerners, northerners, westerners, mid-westerners, African Americans, Euro-Americans, young, old, and at least one individual who sounded convincingly qualified to illuminate the issues and interest of African American gay and lesbian communities.



No belief system, practice, or religious leader, regardless of how celebrated he or she were or is, received a pass. Some topics we discussed were: Christianity and violence; links and separations between social and religious issues; literacy and the black church;

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A Summer Seminar (Continued from Page 8)

challenges to Christian theology, such as the one made by Reverend Carlton Pearson, a protégé of Oral Roberts, that would eliminate the spiritual role of the church and correspondingly minimize the income generated by this role; the fact that the church is mostly filled and financed by women, yet dominated by men; the strategies and goals of autobiographical narratives versus those of ministerial narratives; faith's function as a shelter or defense against oppression, injustice, and inequality; the use and misuse of the "Pauline Epistles" in defining acceptable and unacceptable masculine and feminine images and behaviors in African American communities; the commercialization of the church which John M. Giggie refers to as the amalgam of the holy and the profane; women preachers, their bodies, and the pulpit.

By no means have I included all of the topics presented in the literature we read, the films we watched, the audio recording we lis-

tened to, or topics raised during seminar discussions – limited time and space prevents me from doing so. I have merely tried to give you an idea of what kind and how much information we covered in roughly three and a half days. Although the long hours of the seminar and that dreaded unavoidable climb for meals and coffee up and down the mountain in ninety degree temperatures left us somewhat exhausted at the end of the day, we still took time and found the energy to gather in the cool night's air on the porch of the dorm we stayed to expand on the day's discussions, and earmark issues we thought pertinent to the next day's discussions. I felt quite privileged for not only being a beneficiary to the pedagogic expertise and intellectual aptitudes of members of the seminar, but also because of the friendships that were forged that I hope will last as long as the knowledge and wisdom I gained over the course of the seminar.

The Cowardly Word: Quiet Americans and the Confrontation Over Representations—By Charles Park

In 1960, the Japanese American Citizens League (JACL) began the Issei [first-generation Japanese American] History Project, shortly renamed the Japanese American Research Project (JARP), as a way to record and tell the stories of Japanese in America. Its first goal was to raise the estimated \$5,000 necessary to begin the first project. Not long after the announcement of the fundraising campaign, however, the JARP raised over \$200,000, mostly from small donations from individuals who believed in the importance of the project's mission. Often the donors made their donations in the memory of their parents, whose stories would be told as a result. The donors saw JARP as a community project.

Bill Hosokawa, a Nisei—a second-generation Japanese American—journalist living in Denver, was commissioned to write the first book, initially called "Americans with Japanese Faces" and set to be published in late 1969. Its initial concern was educating people, especially non-Japanese Americans, about the Japanese in America and, in particular, the Internment experience. But the editors at William Morrow & Co., the publisher of the book, decided that the title was not "saleable" after conducting "some market research among potential retail booksellers and readers." In its place, Hosokawa suggested "Nisei: The Quiet Americans."

When some of the rank and file members found out about the title change in the spring of 1969, however, they were furious. David Miura, the chair of the National JACL Ethnic Concern Committee, raised concerns publicly about the implications of the title in the *Pacific Citizen*, a weekly publication of the JACL. Along with Edison Uno, a long-time member of the JACL as well as a columnist for the *Pacific Citizen* and a prolific letter-writer, a group of Japanese Americans began a concerted campaign to change the title.

Dozens of Japanese Americans, who saw the book as a property of the community, wrote to the publisher and the *Pacific Citizen*, demanding that they be represented properly and not as a quiet stereotype.

The main concerns of Miura and Uno was that the title was an

affront to the mission of the JACL and as playing into the hands of the white media that had been portraying Japanese Americans, and Asian Americans in general, as the model minority. Their initial concern was that the book's title would further popularize the stereotype of Japanese Americans and that it would cause a rift between the Japanese American communities and their Black and Chicano/a neighbors in cities like Los Angeles, San Francisco, Seattle, and Chicago.

Their concerns, however, went much deeper and were much more introspective.

In the late-Sixties there were the beginnings of a rift in the JACL concerning its place within Japanese America and the United States as a whole. On the one hand, the older Nisei who were in control of the National JACL Executive Committee saw the younger generation of Japanese Americans as rash, counterproductive, and merely regurgitating the rhetoric of the Black Power movement, which did not help the JACL's efforts to bring about change through the existing political system.

On the other hand, the younger Nisei and the Sansei—third-generation Japanese Americans—were influenced by radical and militant civil rights movements and the protests against the Vietnam War and were demanding that the JACL do more to align itself with the causes of other racial minorities in the U.S. and with third world people in general. For these Nisei and Sansei, the JACL was out of sync with a changing America and was in danger of becoming irrelevant.

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Charles Park with Adryan Glasgow in Shanghai, May 2007

The Cowardly Word (Continued from Page 9)

Moreover, the Sansei in particular saw the Internment of their parents and grandparents not as a moment of “quiet strength” but as an act of cowardice. Even lifelong labor organizer and Communist Party member Karl Yoneda, whose ideals were more in line with the Sansei, had to explain throughout his life why he accepted internment. (Yoneda explained it as accepting one injustice as a way to free up resources, i.e. American GI’s who would otherwise be used to detain Japanese Americans, to fight a greater threat in fascism.)

Faced with this rift, the opponents of the “Quiet Americans” title appealed to the publisher and the National JACL’s Executive Committee to reconsider. Given the amount of protest and the possibility of a boycott, Wm. Morrow & Co. agreed to change the title to “Nisei: A Valiant Odyssey”; the Executive Committee and the members of JARP’s board, including Hosokawa, however, decided that this amounted to censorship and decided to keep the “Quiet Americans” title, stating that it was too late to change.

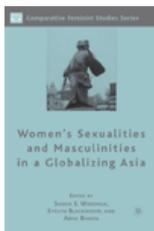
In the end, the book was published as “Nisei: The Quiet Americans; The Story of A People.” For those who supported the project and saw it as community-owned, this amounted to an act of betrayal. The book, after all, was supposed to tell their and their parents’ stories. But many in the community felt that they were again being told

that they were “nice, quiet, docile,” and “‘good little orientals’ who ‘know their place.’”

Further, to some the book read like a 160,000-word rehashing of Japanese American economic success stories popular in the media at the time. It was, indeed, too conservative for the tastes of many of the younger and/or socially conscious JACL members who saw the book as representative of its leadership. Especially condemning, perhaps as a way to distance himself, was William Marutani, JACL’s legal council. In a private memo to Edison Uno in June 1970, Marutani wrote that Bill Hosokawa was a product of his local environment—the “Midwest ‘island’ on the plateau of the Rockies.” Marutani explained that Hosokawa, despite his talents, was “out of touch,” “not sensitive to what [was] going on” in the rest of the nation and was ultimately “an isolationist-conservative who ha[d] embraced the conservatism of his area.”

In fact, it was this sort of isolationist-conservatism of the older JACL members and the internationalist-radicalism of the younger generation that would result in a full-out confrontation within the JACL in the early-Seventies.

Faculty News



Evelyn Blackwood recently published a co-edited anthology, *Women's Sexualities and Masculinities in a Globalizing Asia*, with Palgrave Macmillan Publishers (2007). Situated within a globalizing Asia, this book examines women’s same-sex sexualities and female masculinities, illustrating the complexities and histories of Asian lesbian identities.

Richard Hogan published two journal articles and a book chapter this year. “The Making of Heroes: An Attributional Perspective,” was published in *Sociological Focus* (2007, 40, 1:72-97) was co-authored with Gregory C. Gibson, John Stahura, and Eugene Jackson. Along with Carolyn C. Perrucci, “Black Women: Truly Disadvantaged in the Transition from Employment to Retirement Income,” appeared in *Social Science Research* (2007, 36:1184-1199). His book chapter, “Racial and Gender Income Gaps,” also co-authored with Carolyn C. Perrucci, appears in *The Transformation of Work in the New Economy: Sociological Readings*, Roxbury Press, 2007. Professor Hogan also presented “Fostering Versus Imposing Democracy: Lessons from One Case Where Reconstruction Actually Worked,” at the Fifth International Conference on New Directions in the Humanities at the American University of Paris, July 2007. The conference was held at the American University, near the Eiffel Tower, where they watched the fireworks on the 14th of July (Battille Day) - see photo.



Bill Mullen published “Blacklist Redux: W.E.B. Du Bois and the Price of Academic Freedom” in a special issue of *Social Text* (90 V. 25, No. 1, Spring 2007). The issue, entitled *The Perils of Academic Freedom*, includes articles by Ward Churchill and Vijay Prashad and an interview with Andrew Ross on academic freedom.



A.G. Rud is involved with a university-wide initiative, based in the Graduate School, on “responsible conduct of research” (RCR). He is a senior fellow of a multi-university RCR effort funded by NSF (LANGURE: Land Grant University Research Ethics:

<http://www.chass.ncsu.edu/langure/>) and led discussions for both Purdue’s Summer Research Opportunities Program (SROP) and the SROP conference of all CIC (Committee on Institutional Cooperation) institutions held at Purdue this past summer (<http://www.cic.uiuc.edu/programs/SROP/>).

Ryan Schneider received his third consecutive award for Excellence in Teaching at the Graduate Level for courses taught in the Department of English and the American Studies Program. He also published a review essay in the journal *American Literature* of four recent books on masculinity, race and American culture: *Hard-Boiled Masculinities* by Christopher Brea; *Cool Men and the Second Sex* by Susan Fraiman; *Writing Manhood in Black and Yellow* by Daniel Y. Kim; and *Wounded Hearts: Masculinity, Law, and Literature in American Culture* by Jennifer Travis.



Meet Our New Affiliated Faculty Members



Nadine Dolby

Professor Dolby is an Associate Professor within the Department of Curriculum and Instruction at Purdue, and has been with the department since 2004. She completed her Ph.D. in Curriculum and Instruction from the University of Illinois – Urbana-Champaign (1998), an M.Ed. in Cultural Diversity and Curriculum Reform from the University of Massachusetts – Amherst (1991), and a B.S. in Communication from Boston University in (1986). Her research interests include international education, higher education, qualitative inquiry, youth culture, popular culture, and education in South Africa. A few of her recent publications include *Popular Culture and Public Space in Africa: The Possibilities of Cultural Citizenship* (*African Studies Review*, in press), *Reflections on Nation: American Undergraduates and Education Abroad* (*Journal of Studies in International Education*, in press), *Globalization, Identity, and Nation: Australian and American Undergraduates Abroad* (*Australian Educational Researcher* 32(1), 101-118).

Sonia Gonzalez

Assistant Professor of Spanish, Department of Foreign Language; Director of Spanish for Heritage Students Program. Professor Gonzalez received her Ph.D. from Stanford University. Her research interests include Chicana/o literature, teaching Spanish to heritage students, and applied sociolinguistics. Her specific areas of research include Chicana poetry and second language dialect acquisition.

Alfred López

Associate Professor, Department of English. Before coming to Purdue, Alfred López was Associate Professor of English at The University of Mississippi and an Assistant Professor of English at Florida International University. He completed his Ph.D. in English at The University of Iowa (1997), an M.A. at The Ohio State University (1992), and a B.A. at Florida International University (1987). López's research interests include globalization and postglobal studies; postcolonial studies; and the literatures and cultures of the Caribbean, especially the Hispanophone Caribbean. He is the author of *José Martí and the Future of Cuban Nationalism* (University Press of Florida, 2006) and *Posts and Past: A Theory of Postcolonialism* (SUNY Press, 2001), and editor of *Postcolonial Whiteness: A Critical Reader on Race and Empire* (SUNY Press, 2005). López is also founding editor of *The Global South*, a new interdisciplinary journal of globalization studies published by Indiana University Press. His current projects include a trade biography of José Martí, and a book project tentatively entitled *The (Post)global South*. López has received support for his research and publications from, among others, the Rockefeller Foundation and the National Endowment for the Humanities.

Yvonne M. Pitts

Assistant Professor, Department of History. Yvonne Pitts comes to Purdue's Department of History after serving at Wabash College as a Byron K. Trippet Assistant Professor. She earned her Ph.D. in 2006 from the University of Iowa and her M.A. from Wayne State University in Detroit, Michigan. In 2005, she was a Fellow at the J. Willard Hurst Summer Institute in Legal History at the University of Wisconsin School of Law. In 2006, she was awarded a Filson Fellowship to conduct research at the Filson Historical Society in Louisville, Kentucky. This summer (2007), she attended the Inter-university Consortium for Political and Social Research where she studied Quantitative Historical Analysis. Pitts belongs to the American Historical Association, American Society for Legal Historians, and the Southern Association for Women Historians. Currently, Professor Pitts is working on a book manuscript, *Imposing Their Wills: Inheritance Practices, Family and Capacity in Nineteenth Century Kentucky*, which examines how legal conceptions of capacity mediated access to inherited wealth. Her research interests include U.S. legal and constitutional history, the history of the family and inheritance practices, the history of race, and the history of property. She looks forward to teaching classes in her areas of research interests, on U.S. legal and constitutional culture, and the legal history of sexual regulation.



Dawn M. Riggs



Assistant Professor, Department of History. Dawn Riggs completed her Ph.D. at the University of California – Riverside. A Pennsylvania Appalachian, by birth, she has spent the last several decades living in southern California, most recently San Diego. Her academic interests stem from the environment she grew up in and the absence of Native American history in her education. Pennsylvania is unique, in that it has no federal or state recognized indigenous nations or lands, yet proclaims a benevolent history in its treatment of Native Americans. Her graduate education at the University of California included cross training in anthropology and archaeology and certification in museum studies. She served as Executive Director of the Women's History Museum in San Diego and produced a permanent exhibit "All Our Grandmothers," which highlights the histories of indigenous and African American women in the region. She continues to act as a consultant for museums. Her recent publications include *Cross-Cultural Education of Geoscience Professionals* (*Journal of Geoscience Education*, Winter 2003) and *Teaching and Technology (H-Amindian)*, October 24, 2002). She is also the co-founder of the Indigenous Earth Sciences Project, currently housed at Purdue, with her husband, Dr. Eric Riggs. The IESP seeks to advance our understanding of the nature, history and transmission of indigenous knowledge and find ways to integrate that knowledge for the betterment of both indigenous and academic efforts.

Spring 2008 Course Offerings

AMST 602: Contemporary Issues in American Studies, Ryan Schneider, T, 3:00-5:50. "Contemporary Issues in American Studies" examines the multiple subjects, methodologies, and theoretical approaches that shape current developments in the field; it places special emphasis on the analytical categories of race, gender, ethnicity, sexuality, class, religion, nationality, and transnationality. The course is designed as a reading-and-research seminar: most class sessions will be devoted to discussions of selected readings and may include student-devised presentations. The reading load will be at least one book per week (often more). The final research project, which you and I will discuss on an individual basis, will allow for flexibility in form and content in order to address your particular intellectual interests, strengths, and deficiencies. Please be advised that I have little or no tolerance for slackers, whiners, excessive arrogance, or excessive insecurity.

AMST 603: American Studies Interdisciplinary Project, Bill Mullen, Th, 3:00-5:50. American Studies 603 is a seminar/workshop which will give students instruction, feedback and peer review of first drafts of the Special Field Examination required for the Ph.D. in American Studies. The course will be run as an independent research seminar. The first few sessions will be dedicated to students workshopping ideas for their Special



Field in dialogue with other students and the Professor. The middle period of the seminar will be dedicated to independent research with periodic group and individual meetings between the Professor and each student. The final portion of the seminar will be peer-reviewed workshopping of drafts of the Special Field examination. The seminar will also dedicate discussion to questions of research methodology, resources and the nature of interdisciplinary research. The seminar will lead students to consider these questions in relationship to the question of how their own Special Field examination both fits into and comments on the current state of the field of American Studies. Finally, the seminar will lead students to better understanding of how the Special Field examination relates to their own Ph.D. dissertation.

AMST 630: M.A. Research Seminar, Charlene Haddock Seigfried, T, 4:30-7:20. A research seminar required of all M.A. students in their final semester. Students write substantial essays based upon original research in which they seek to crystallize, in practice, methods and concepts of American Studies.

AMST 650A: Reading Seminar in American Studies: Postcolonialism & the New Postglobal Studies, Cross-listed with ENGL 592A, Alfred Lopez, Th, 6:30-9:20

AMST 650B: Reading Seminar in American Studies: Early Native American Studies, Cross-listed with ENGL 657B, Kristina Bross, M, 2:30-5:20. This graduate seminar is being offered in conjunction with the April 3-5, 2008 meeting, "Prophetstown Revisited," sponsored by the Society for Early Americanists, which will be held at Purdue. The course will be focused on Native American Studies in New England and the Midwest to 1840. Given the Prophetstown connection, readings will be centered on Native places/spaces, such as Natick, Massachusetts--the first "praying Indian town"



established in 1650, Brotherton, New York, founded in 1785; and Prophetstown, organized in 1808. Our emphasis will be on Native texts produced during the colonial period and some texts authored by non-Natives that have been important in the representation of Indians or Indian places. Readings will also include new approaches to or theories of Native studies. Students will have the opportunity to work for the Prophetstown summit by serving as research assistants to workshop. These sessions will address topics ranging from teaching early Native materials, to making new Native texts accessible, to Academic-Tribal collaborations, to the legacy of the Native American Graves and Repatriation Act for indigenous communities. RAs will serve as local liaisons for the workshop facilitators and assist with follow up after the meeting. We will develop formats for the critical writing component of each RA assignment (needed for course credit) in response to each workshop's particular themes and goals. Students who do not choose to work directly with the conference will write a traditional seminar research paper of 25-40 pages. For more information, contact me at kbross@purdue.edu.

AMST 650C: Reading Seminar in American Studies: U.S. Afro-Latino Literature & Contemporary Thought, Cross-listed

with ENGL 696T/FLL 650T/IDIS 591T, Antonio Tillis, M, 4:30-7:20. This course proposes to examine literature written by US citizens of African and Spanish Caribbean ancestry. This growing group of writers represents new voices, perspectives, and orientations that are challenging, while broadening the scope, definitions and imaginary conceptions of "American literature." Replete with neo-cartographies of the home-space, the works of writers such as Marta Vega, Alan Cambeira, Piri Thomas, Loida Maritza Perez, Junot Diaz, and Nelly Rosario challenge and contest institutionalized notions of space, place, location, home, nation, culture, citizenship and identity. Through the lenses of post-colonial studies, transnational studies, queer studies, and cultural studies, students will engage critically the spaces from which this emerging cadre of US writers create literarily. Additionally, critical attention will be given to textual analysis, literary style and technique, as well as cultural globalism and the ontological and epistemological challenges to writing Black and Latino within the unrecognized constraints of a pluralistic US that continues to ghettoize cultural expressions that do not conform to the essentialized literary status quo. In addition to literary and critical texts, film will be used to augment the course content.



AMST 650M: Reading Seminar in American Studies: Masculinity & 19th-Century American Literature, Cross-listed with ENGL 657M, Ryan Schneider, M, 6:30-9:20. This course is designed as a reading-and-research seminar and will be appropriate for any student whose current or future dissertation work may involve either the theoretical study of masculinity, the critical study of 19th-century American literature, or both. We will take a broadly-defined approach to theories of masculinity with readings drawn from a range of fields including: LGBTQ (Lesbian, Gay, Bisexual, Transsexual, Transgender, Queer Studies), Critical Race Studies, American and African American
(Continued on Page 13)

Spring 2008 Course Offerings (Continued)

Studies, Women's Studies, Psychology, Anthropology, and Sociology. We also will examine several recent (and, in some cases, not so recent) works of literary criticism that address aspects of masculinity or manhood in 19th-century America (e.g. sentimentality, intimacy, heterosexuality, homosexuality, homosocial bonding, fatherhood, marriage, divorce, bachelorhood, violence, national identity, imperialism). Given time constraints, most of the primary texts we cover will be of the shorter variety (poems, essays, autobiographical narratives, short stories, novellas), but we will include some novels as well. Students would benefit from prior coursework in or exposure to 19th-century American literature, though such experience is not a prerequisite. The writers and poets whose work we'll study may include: James Fenimore Cooper; Lydia Maria Child; selected Fireside Poets (Bryant, Longfellow, Whittier); Edgar Allan Poe; Ralph Waldo Emerson; Margaret Fuller; Frederick Douglass; Harriet Jacobs; Nathaniel Hawthorne; Herman Melville; Walt Whitman; Emily Dickinson; Frances E.W. Harper; Henry James; William Dean Howells; Edith Wharton; Stephen Crane; Jack London; Charlotte Perkins Gilman; and W.E.B. Du Bois. Please be advised that your professor has little or no tolerance for slackers, whiners, excessive arrogance, or excessive insecurity.

AMST 650R: Reading Seminar in American Studies: John Dewey's Educational Philosophy. *Cross-listed with EDST 600.* A. G. Rud, T, 6:00-9:00. The American philosopher and educator John Dewey (1859-1952) is central to current philosophy of education and the development of progressive educational theory and practice. His thought is enjoying a resurgence of interest today among philosophers and educators. Beginning with study of some of Dewey's key texts, we shall concentrate on the "new Dewey" scholarship of the past few decades. Dialogue and the formation of a community of inquiry will be central. No previous study of philosophy is assumed. Discussion outside of class will be on the Internet. Readings, reflective journal entries, class presentations, and two papers are required.

AMST 650T: Reading Seminar in American Studies: Popular Music & Political Protest: From Wobblies to Woodstock. *Cross-listed with POL 693B/SOC 693,*



Richard Hogan/Harry Targ, Th, 3:00-5:50. American Studies scholar Michael Denning has introduced the concept of a "cultural front" to connote the fundamental interconnections between political economy, political movements, and culture to explain the 1930s. This course will utilize the idea of the cultural front to discuss political movements and music during three periods in American history when mass movements influenced United States society: the eras of progressivism/populism from 1900 to 1912; the 1930s, and the 1960s. Attention will be given to political movements and music related to class struggles, the drive for women's equality, resistance to racism, and opposition to war. Course materials will include extensive readings on political/social movements and exposure to the music of political protest. Assignments will include significant seminar participation and completion of a research paper.

AMST 660C: Research Seminar in American Studies: The Spanish Borderlands. *Cross-listed with HIST 642C.* Charles Cutter, T, 3:00-5:50. Borderlands and frontiers have been imagined in a variety of ways, whether as "virgin land," forbidding wilderness, the territorial limits of sovereign states, sites of violent cultural and political confrontation, or areas of fluid, reciprocal cultural exchange. While border/frontier regions are located typically on the "fringes," some scholars note the existence of other "borderlands"—ideological, cultural, or racial—within the very heartlands of specific polities and culture zones. However envisioned, these liminal spaces often have profound transformative effects on the people who inhabit them and serve to give shape to individual and group identities. This **research seminar** constitutes the second half of a two-semester sequence that gives students an opportunity to explore the meanings of frontiers and borders within the context of the so-called Spanish Borderlands of North America during the periods of Spanish and Mexican sovereignty. The geographic scope includes most of the southern tier of the present-day United States, from Florida to California. Chronologically, the course will treat the sixteenth through the mid-nineteenth centuries.



Professional Development in American Studies

The program is extremely excited about the professional development series of "Pub" Shack Presentations occurring this fall. Philathia Bolton has been instrumental in organizing these helpful presentations for American Studies students. To date, the sessions have focused on getting started in the academic job market, assistance in the wild world of publication, understanding the Fulbright and Ford Fellowship process, advice on essay modifications to meet specific publications, and more. The sessions provide hands-on experience and opportunities for student participation to guarantee that questions are answered. While investment in academic success has been continuously valued in the program, this additional emphasis on professional development provides great background and assistance for American Studies graduate students as they approach the job market.

Make sure to check out the next "Pub" Shack presentations!

- History Module: Journal Acclimation and Publication Process
Friday, October 19: 2:30-3:30pm BRNG 2280
- History Module: Workshopping an Essay
Monday, October 29: 4:00-5:00pm BRNG 1254
- History Module: Group Workshop – Paper Swap and Analysis
Friday, November 16: 2:30-3:30pm BRNG 2280

American Studies Community Service/Social Justice Award

This year the American Studies Program will honor one of its students with the 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 April 1, 2008. Please contact Bill Mullen at bvmullen@purdue.edu or at 494-3735 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 or by regular mail to Beering Hall of Liberal Arts and Education, Room 1289, 100 North University Street, West Lafayette, IN 47907-2098.

American Studies Paul and Eslanda Robeson International Studies Award

This year the American Studies Program will honor one of its students with the 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 April 1, 2008. Please contact Bill Mullen at bvmullen@purdue.edu or at 494-4735 if you have questions.

American Studies Excellence in Teaching Award

This year the American Studies Program will honor one of its students with the 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 April 1, 2008. Please contact Bill Mullen at bvmullen@purdue.edu or at 494-4735 if you have questions.

Remapping America: Shifts in Nationality, Citizenship and Community—2007 American Studies Spring Symposium

The 2007 American Studies Symposium, “Remapping America: Shifts in Nationality, Citizenship and Community,” was an off the charts smash hit. Two titans of the field, George Lipsitz, Professor of African American Studies at University of California Santa Barbara, and Michael Denning, Professor of American Studies at Yale University, brought their extraordinary brand of intellectual fire and political passion to the Symposium---along with a brilliant cadre of students. Professor Lipsitz’s opening keynote address, entitled “Abolition Democracy and Social Justice: Remapping American Studies,” traced the long history of radical activism within and without American Studies, and called for students to produce “on time” scholarship reflecting the real needs of real people. Professor Denning’s keynote was an inspiring nod to the long history of collective education and struggle in American Studies and Cultural Studies. Denning and seven students from the Yale Working Group on Globalization and Culture offered collective interpretations of global soundscapes ranging from vernacular protest musics in Latin America to the capitalist semantics of call centers in India. The two presentations demonstrated how vital social movement theory and practice remains to the field of American Studies.

As always, the Symposium culminated with the presentation of student awards. Winner of the Chester Eisinger Award for Outstanding Essay in American Studies was 2007 Ph.D. recipient Lee Bebout for his essay, “From Mothers to *Revolucionarias*: Chicana Feminism & the Rescripting of La Familia de La Raza.” Recipient of the recently created American Studies Paul and Eslanda Robeson Award for Transnational Scholarship was Ph.D. student Jamie Hickner for her essay, “Perry Miller’s “Barbaric Tropic’: Dredging History in Search of the Lost Port of Matadi.” Winner of the American Studies Community Service/Social Justice Award was Ph.D. student Heidi Freeman for her innovative Tarajia Project for African American women at Jefferson High School in Lafayette. Winner of the American Studies Teaching Award was 2007 Ph.D. recipient Laura Beadling, now tenure track professor at University of Wisconsin-Platteville.

The 2007 Symposium was organized by student committee members Cristen Marek, Melissa Peck, Karen Salt and Erik Wade. Congratulations to all and onward to the 2008 Symposium!



Alumni Scott Hoffman and Kenya Davis-Hayes both presented papers.



Students and faculty gathered for conversation and food.



Symposium committee members Melissa Peck, Karen Salt and Cristen Marek along with Professor Susan Curtis.



George Lipsitz, Bill Mullen, Karen Salt and Michael Denning at the Friday evening awards ceremony.



Ph.D. Candidates, Sabine Klein, Laura Beadling and Lee Bebout, along with Bill Mullen, shared a discussion on the job market.



Professor Bill Mullen and Nancy Peterson at the Friday event..

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

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.

2008 American Studies Symposium

Save the date—The American Studies Spring Symposium has been scheduled for Thursday and Friday, April 17 and 18, 2008. More information will follow in the upcoming months. The American Studies web page (www.cla.purdue.edu/american-studies) will also have updated information.

We hope to see you there!

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

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Publications:

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Current Position and employer: _____ New Position? Yes No

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