



## Final Report of the Program Committee

by  
Robert Warrior  
Julie Ellison  
Nikhil Pal Singh

The 2008 ASA Annual Meeting brought scholars from the broad range of American studies scholarship "back down to the crossroads." Papers, performances, screenings, tours, roundtables, workshops, and other events provided an opportunity to reflect on the many pathways that we as an association have traveled in the past decade. Phil Deloria, who presided over the meeting, called us to that reflection, and ASA members responded through an excellent set of scholarly interventions.

Hanging over the meeting was a growing sense of crisis as financial institutions in the US and around the world were collapsing. Indeed, a significant number of people cancelled due to fiscal constraints their home institutions were putting in place. Since the foundation grants that have previously subsidized the participation of international scholars from areas other than Asia ran out in 2008, the impact of the spreading recession was sharply felt.

At the same time, many at the meeting expressed hope for political change on the eve of the US presidential election that was then just weeks away. Indeed, ASA president Phil Deloria, in the version of the presidential address that he submitted to *American Quarterly* on November 7, declared his closing para-

graphs the most rewritten in ASA history, as he strove to keep up with political and economic events. The address, which will appear in the next issue of AQ, was a reflection on questions of disciplinarity and interdisciplinarity in a rapidly shifting social and political world. It generated significant conversation and debate, including a lively rejoinder from Nikhil Pal Singh, a co-chair of this committee. Thus, our meeting recognized the stakes of a United States in flux and took place as a sort of microcosm of the world our field seeks to understand.

Looking back over the program, it's clear that our association has become one that values and highlights cross-cultural, transnational, global versions of American studies even as we also have cemented the critical study of race, ethnicity, gender and sexuality into our agenda. To the extent that the subject index of the program tells us anything, it's clear that these are the main roads that now cross at our annual meeting.

The verbs in session titles point vividly to the discourses of change and challenge, of positioning and craft that Deloria also surveyed in his thoughtful keynote address. Conference participants were "recasting," "reexamining," "reframing," "remapping," and coloring "outside the

lines," even as they were "hearing," "negotiating," "theorizing," "visualizing," "crossing," and "self-locating." Presenters were a dialogic bunch, "engaging exception" "thinking with W.E.B. Du Bois at the Crossroads of Theory and Practice," "Troubling Citizenship," and tracking "clashes and alliances."

Many participants heeded the program statement and responded by, indeed, "Thinking Big about American Studies: From Case Studies to Field Imaginaries," as one session title proclaimed. An ambitious sequence of panels on Race, Sex, and Class took on "Theories

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# ASA Newsletter

The *American Studies Association Newsletter* (ISSN 0742-9290) is published quarterly (March, June, September, December) by the American Studies Association, 1120 19th Street, NW Suite 301, Washington, D.C. 20036; 202/467-4783; fax: 202/467-4786; e-mail: [asastaff@theasa.net](mailto:asastaff@theasa.net). The deadline for submission of announcements is the first of the month preceding the date of publication. For example, an announcement, which is to appear in the September *Newsletter*, must be received in the editor's office by August 1. The *Newsletter* is mailed free of charge to all ASA members. An electronic version of the newsletter is available at the ASA homepage, <http://www.theasa.net>, by clicking on "Current Issue of Newsletter."

Institutional memberships are \$140 per year; individual membership dues are as follows: Regular members with income under \$12,000 (\$20); \$12,001-\$36,000 (\$55); \$36,000-\$60,000 (\$75); Over 60,000 (\$99); Life membership (\$1400); Second membership (joint w/spouse) (supply name) (\$15). The Journals Publishing Division of the Johns Hopkins University Press is responsible for membership and subscription fulfillment. To enroll, change your address, or confirm your membership status, please contact the customer service dept of the Johns Hopkins University Press at (410) 516-6987 or 1-800-548-1784, or email [jnlcirc@press.jhu.edu](mailto:jnlcirc@press.jhu.edu)

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*Executive Director*  
American Studies Association

**CURTIS MAREZ**  
*Editor of American Quarterly*  
University of Southern California

## Final Report of the Program Committee

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in American Studies," meditating reflexively upon the keywords and analytical frames that have become the fundamentals of our interdisciplinary practice.

Ambitious linkages appeared in significant "ands": "Political Theory and American Studies at the crossroads"; "Sacred/Secular Crossroads and Conundrums"; "Teaching Politics and the Politics of Teaching" and, at a Breakfast Forum sponsored by the Students' Committee and the Ethnic Studies Committee, "The Future of American and Ethnic Studies." "Places of Critical Thinking" focused on gender and sexuality; another session looked at "Queer Studies, Media Studies." But the largest number of sessions characterized by this kind of relational, comparative, or intersectional discourse (at least according to the program's subject index) remains global, transnational, and inter-cultural studies. Thus, we seem as a whole to remain focused on the ways in which American refers not only to a country, but to a hemisphere and to ideas, ideologies, and goods that travel all across the globe.

The emphasis on environmental studies and indigeneity in the Program Statement inspired strong sessions in both areas, as well as striking linkages between the two (e.g., "Race, Nature, and Nation at the Crossroads," "Listening to the Land: At the Crossroads of Ecofeminism, Transnationalism, and Native American Studies," and "Challenging Ecocriticism: New Directions for the Study of Literature and Environment"). One panel focused on "Positioning Native America with/in American Studies," while a series on "Alternative Contact" examined "Race and Indigeneity in Hawai'i," "Contesting American (Indian) Lands and Nations," and "Mixed-Race Indigeneity."

It is clear that environmental studies, cultural geography, and work on landscape and the built environment are emerging concentrations within the field. Attention to locality, space, and place is part of what is driving this expanding intellectual enterprise. Likewise, the study of food and foodways attracts broad and growing interest. In this context, it's worth noting that this is the first ASA conference for which participants could purchase carbon offsets when registering online.

Amidst all the growth and maturation, we find it important to note the continuing under-representation and conceptualization of the social sciences within ASA—indeed, while writing this final report we revisited the astute analysis of this question in the final conference report of 1998, a decade ago. Nonetheless, the methodologies of mapping and ethnography, in particular, are clearly migrating from geography and anthropology to the humanities, performance practice, and community-based scholarship and creative work. We wonder what a larger number of scholars with expertise in social science methods might bring to our shared work.

Our meeting took place in Albuquerque for the first time, and the brilliant light and tonic air of the city enhanced the event immensely. Many ASA conference participants visited the Old Town and the Albuquerque Museum in order to view Albuquerque's geographic and temporal crossroads, where Route 66 intersects with El Camino Real, where the Santa Fe Railroad intersects with the Santa Fe Trail. New Mexico is a transnational crossroads with an international border four hours south and inter-national borders with Isleta, Laguna, and Sandia Pueblos within a few miles west, north and south.

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More than the setting, though, the work of Alex Lubin and members of the Site Resources Committee he chaired provided a wonderful set of local events that showed off various sides of Albuquerque. South of downtown is the National Hispanic Cultural Center, located in the historic Barelas neighborhood. Conference attendees, including a lively group of colleagues from Taiwan, converged on the NHCC for a sizzling art exhibit by the De La Torre Brothers, "Meso-Americanics (Maneuvering Mestizaje)," whose work yielded the powerful image on the 2008 Convention Program. A lively accompanying exhibition explored "Border Baroque." As the NHCC's program aptly put it,

Einar and Jamex de la Torre are a two-man bi-national renaissance. While the brothers travel back and forth between National City, California and Ensenada, Mexico on a weekly basis, they have been called Mexican, American, Californian, Chicano, and Latino.... They translate their creative passion and critical thinking into intensely collaborative, opulent and monumental blown glass "mix" media works. And, even though their art constantly addresses and questions complex issues, they love a joke, a visual pun, hidden symbols, and wordplay. For the de la Torre Brothers nothing - and everything - is sacred including politics, religion, tradition, and geographical location.

This high-energy evening concluded with a performance by Guillermo Gómez-Peña, "El Mexorist 2 - America's Most Wanted Inner Demon." The performance was part of the NHCC's regular performing arts series calendar, and thus brought together ASA visitors with local audiences.

The Environment and Culture Caucus and Early America Matters Caucus joined the Site Film night at the Indian Pueblo Cultural Center, which featured a reception of Pueblo-inspired foods and short films by emerging Native filmmakers, drew over seventy people. Chris Wilson, the J.B. Jackson Professor of Cultural Landscape Studies at UNM, led a walking tour of downtown.

On Sunday, October 19, conference attendees who stayed in Albuquerque after the official close of the conference took a day trip of the Acoma Pueblo, said to be the longest inhabited community in North America. Acoma is a one-hour drive west of Albuquerque and contains a new history and cultural center, as well as Acoma's original settlement, or "sky city."

Several other performances and readings took place onsite, including Jeffrey Q. McCune performing his show, "SeeSaw" and Laura Tohe reading from her new opera and Diane Glancy reading from her new play.

In what is probably a first for ASA, the dance party following the awards ceremony and the Presidential Address featured an open invitation to a Battle of the Bands. The Leisure of the Theory Class, a band whose members contained both current ASA president Phil Deloria and incoming president Kevin Gaines, kicked off the cut-loose part of the evening.

Co-chairing the Program Committee was a terrific opportunity to grab hold of the energies of our association and be propelled by our collective scholarly and intellectual power. We offer gracious thanks to Phil Deloria for his leadership, keen ear, and musicality, and for giving the three of us the chance to work together; to John Stephens and the ASA staff (especially outgoing conference coordinator Kristen Hodge, whom we congratulate on completing her doctorate), and to a spirited, good-humored, and hard-working program committee.

## Future Annual Meetings

**2009: November 5-8**

Renaissance Hotel, Washington, DC

**2010: November 18-21**

Grand Hyatt San Antonio, San Antonio, Texas

## Call For Nominations: Standing and Prize Committees

The Executive Committee of the American Studies Association invites self-nominations and suggestions for the committee positions listed below. Candidates must be association members and should possess expertise appropriate to the committee's work. Applications from minorities and women are particularly invited.

Applicants must submit a brief statement outlining their qualifications and experience and a one to two page vita by email as a Word, Word Perfect, or PDF document in a *single* attachment.

Letters suggesting or recommending a candidate should also relate the candidate's experience to the committee's work. In addition to the letter, nominations must include the nominee's brief statement outlining his or her qualifications and experience and the one to two page vita by email as a Word, Word Perfect, or PDF document in a single attachment for each candidate. Do not submit multiple nominations in a single document.

Materials are due on or before April 1, 2009. Send to the Executive Committee, American Studies Association, e-mail: [asastaff@theasa.net](mailto:asastaff@theasa.net)

### **Standing Committees:**

**Committee on American Studies Programs and Centers:** Keeps the Council and the association's membership informed of the current interests, needs, and professional concerns of American Studies departments and programs, and has the responsibility for special tasks involving the association's institutional membership. Two positions, three-year terms.

**Committee on Ethnic Studies:** Keeps the Council and the association's membership informed of the current activities, interests, and professional concerns affecting Ethnic Studies programs, departments, and scholars; to act as a liaison among association standing committees; to be responsible for liaison with other ethnic studies organizations, and to have responsibility for special tasks involving Ethnic Studies scholars and scholarship. Two positions, three-year terms.

**Committee on Graduate Education:** Keeps the Council and the association's membership informed of the current issues affecting graduate education in American Studies, Ethnic Studies, and other interdisciplinary graduate-level instruction; to act as a liaison between the association and national organizations concerning graduate education in the field, such as, but not limited to, the National Research Council; to act as a liaison among association standing committees on issues concerning graduate education; and shall have responsibility for special tasks involving the association's institutional members that have Ph.D. and M.A. degree granting programs concerning graduate education. Two positions, three year terms.

**Committee on Regional Chapters:** Keeps the Council and the association's membership informed of the current activities, interests, and needs of the regional chapters; acts as a liaison between the association and the regional chapters; and has responsibility for special tasks involving the association's

regional chapters. Three positions (one each from Texas, New England, and MidAmerica) three-year terms. Nominees are also presented by the chapters.

**Committee on K-16 Collaboration:** Keeps the Council and the association's membership informed of the current interests, needs, and professional orientations of K-16 educators involved with American Studies programs or curricula. Two positions, three-year terms.

**International Committee:** Keeps the Council and the association's membership informed of the issues affecting international scholars and students in the profession and has responsibility for special tasks involving international scholars and students in the membership. International members of the ASA especially are encouraged to apply. Three positions, three-year terms.

**Minority Scholars' Committee:** Keeps the Council and the association's membership informed of the issues affecting minority scholars in the profession and has responsibility for special tasks involving minority scholars in the membership. Two positions, three-year terms.

**Students' Committee:** Keeps the Council and the association's membership informed of the current interests, needs, and orientations of American Studies students. Four positions, two-year terms.

**Women's Committee:** Keeps the Council and the association's membership informed of the issues affecting women in the profession and has responsibility for special tasks involving women in the membership. Two positions, three-year terms.

### **Prize Committees (2010):**

The Prize Committees for 2010 start work during the fall of the 2009-2010 academic year and complete their work by September 2010.

**John Hope Franklin Publication Prize Committee:** Selects the best-published book in American Studies submitted each year to the Committee by authors and publishers. Three positions, one-year terms.

**Lora Romero First Book Publication Prize Committee:** Selects a person for the best-published first book in American Studies that highlights the intersections of race with gender, class, sexuality and/or nation. Three positions, one-year terms.

**Ralph Henry Gabriel Dissertation Prize Committee:** Selects the best completed dissertation in American Studies submitted to the Committee by graduate programs in American Studies, American Ethnic Studies, and American Women's Studies. Three positions, one-year terms.

**Constance Rourke Prize Committee:** Selects the best published article appearing the previous calendar year in American Quarterly. Three positions, two-year terms.

**Gene Wise - Warren Susman Prize Committee:** Selects the best student paper to be presented at that year's Annual Meeting. Two positions, two-year terms.

# The 2008 Award Finalists and Recipients & The 2009 Prize Announcements

## Carl Bode—Norman Holmes Pearson Prize

The American Studies Association is proud to announce it is accepting nominations for the Bode-Pearson Prize for Outstanding Contributions to American Studies. The Bode-Pearson Prize, established in 1975, is one of the oldest and most prestigious awards in American Studies. The prize is awarded periodically at the annual meeting of the American Studies Association and includes lifetime membership in the ASA for the recipient. The Prize is awarded to an individual for a lifetime of achievement and service within the field of American Studies. The 2009 winner will be announced at the annual meeting of the American Studies Association, to be held in Washington, DC, November 5-8, 2009

### Recipient for 2008

The Bode-Pearson Prize Committee selected H. Bruce Franklin of Rutgers University, Newark, as the 2008 prizewinner.

### Nominations for 2009

To nominate a candidate for the award, submit a letter and supporting materials detailing the rationale for putting forward

the candidate's name. One set of nominating materials must be sent to each of the following committee members no later than June 30, 2009.

Chair: Sharon O'Brien  
Caldwell Professor, Department of American Studies  
Dickinson College  
217 W. Pomfret Streetbr  
Carlisle, PA 17017

Sharon Harley  
Department of African American Studies  
University of Maryland  
2169 LeFrak Hall  
College Park, MD 20742

Teresa McKenna  
Department of English  
University of Southern California  
Taper Hall of Humanities, 404  
Los Angeles, CA 90089-0354

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## Mary C. Turpie Prize

The American Studies Association is proud to announce it is accepting nominations for the Mary C. Turpie Award. The Award, established in 1993, is given to the candidate who has demonstrated outstanding abilities and achievement in American Studies teaching, advising, and program development at the local or regional level.

The Award is named for the late Mary C. Turpie, co-founder, chair, and for many years, the guiding force behind the American Studies Program at the University of Minnesota. The prize is awarded periodically at the annual meeting of the American Studies Association and includes life-time membership in the ASA for the recipient. The 2009 winner will be announced at the annual meeting of the American Studies Association, to be held in Washington, DC, November 5-8, 2009.

### Recipient for 2008

The Committee selected Maria Irene Ramalho de Sousa Santos of the University of Coimbra, Portugal, as the 2008 prizewinner.

### Nominations for 2009

To nominate a candidate for the award, submit a letter and supporting materials detailing the rationale for putting forward the candidate's name- for example, letters from colleagues, former colleagues, former students, and current students (if any); syllabi and course descriptions; a c.v.; and any evidence that speaks to

excellence in teaching, program development, and hands-on involvement under the nominee's direction.

Chapters and programs may nominate for this award. For more information, potential nominators may contact the committee chair. One set of nominating materials must be sent to each of the following 2008 committee members no later than June 30, 2009.

Chair: Michael Steiner  
Department of American Studies  
California State University, Fullerton  
Fullerton, CA 92834-9480

June Howard  
Department of English  
3187 Angell Hall  
University of Michigan  
Ann Arbor, MI 48109

Bill Mullen  
American Studies Program  
Beering Hall, Room 1289  
Purdue University  
100 North University Street  
West Lafayette, IN 47907-2098

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## Final Report of the Program Committee

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### Ralph Henry Gabriel Dissertation Prize

The Ralph Henry Gabriel Prize is awarded annually to the best doctoral dissertation in American Studies, American Ethnic Studies or American Women's Studies. The prize honors Ralph Henry Gabriel, Professor Emeritus at Yale University, and a founder and past president of the American Studies Association.

#### Finalists and Recipient for 2008

The winner of the 2008 prize was Caroline Frank of Brown University for "China as Object and Imaginary in the Making of an American Nation, 1690-1790."

Finalist mention was offered to Mark Krasovic of Yale University for his dissertation "The Struggle for Newark: Plotting the Urban Crisis in the Great Society."

#### Nominations for 2009

The American Studies Association is pleased to announce the competition for the 2009 Ralph Henry Gabriel Dissertation Prize. The \$500 prize will be awarded by the Association for the best doctoral dissertation in American Studies.

The period of eligibility for the Gabriel Prize will include dissertations completed between July 1, 2008 and June 30, 2009. Each graduate American Studies, American Ethnic Studies, or American Women's Studies program may nominate two dissertations that will have been completed under its aegis during the period of eligibility for the award. The competition is limited to candidates receiving the Ph.D. degree in American Studies, American Ethnic Studies, or American Women's Studies. Individuals may not nominate their own dissertations. The winning author must be a member of the Association. The 2008 winner will be announced at the annual meeting of the American Studies Association, to be held in Washington, DC, November 5-8, 2009.

#### The procedure for submission is as follows:

The Director of each graduate American Studies, American Ethnic Studies, or American Women's Studies program, in consultation with the faculty, will be eligible to choose for submission up to two dissertations completed in the program during the period of eligibility. The Director will then send to each member of the prize committee the dissertation abstracts, a sample chapter from each dissertation selected, and a cover letter explaining why each dissertation deserves the award. The deadline for submission is May 20, 2009. A separate letter listing each entry should also be sent to the members of the 2009 committee so they can verify the arrival of all nominating materials.

Chair: Catherine McNicol Stock  
Department of History  
201 Winthrop Hall  
Connecticut College  
270 Mohegan Ave.  
New London, CT 06320-4196

Daniel Ho-Sang  
Dept of Political Science - 1284  
University of Oregon  
Eugene, OR 97404-1284

Anthony J. Stanonis  
School of History and Anthropology  
Queen's University Belfast  
University Road, Belfast, BT7 1NN  
Northern Ireland

Based on their reading of the materials submitted, the prize committee will then invite a short list of up to seven nominees to submit their completed dissertations for formal review.

Please note that the Ralph Henry Gabriel Dissertation Prize does not include publication with any individual press or publishing house.

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### Gene Wise - Warren Susman Prize

Student members of the American Studies Association who have had papers accepted for the 2009 annual meeting may compete for a student paper award. The prize winner will be announced at the annual meeting of the American Studies Association, to be held in Washington, DC, November 5-8, 2009.

The Gene Wise—Warren Susman Prize includes a certificate and \$500.00 in cash awarded for the best paper presented

by a graduate student at the meeting. The winning paper may deal with any aspect of American history, literature, or culture, but should reflect the breadth, the critical imagination, the intellectual boldness, and the cross-disciplinary perspective so strongly a part of the scholarship of both Gene Wise and Warren Susman. The winning author must be a member of the Association

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### Finalists and Recipient for 2008

The 2008 prizewinner was James Brown of the University of Minnesota for his paper, *Interdisciplinary American Studies and the Cold War: A New, Archival History from the Records of the Library of Congress*.

The committee also wished to recognize Chinua Thelwell of New York University as a finalist for his paper, *Tambo and Bones in Africa: The Minstrel Show in Pre-Industrial South Africa, 1862–1873*.

### Submissions for 2009

Submit one copy of each conference length paper, i.e., 10-12 type written pages (dissertation chapters or seminar length papers are not acceptable) by mail, or by email, to each of the following 2009 committee members postmarked no later than September 18, 2009; include a cover letter with author's name, institutional affiliation, paper title, and contact information.

Chair: Elizabeth Escobedo  
Department of History  
University of Denver  
2000 E. Asbury Avenue  
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Long Beach, CA 90840  
eluhr@csulb.edu

Anna Pegler-Gordon  
James Madison College  
Michigan State University  
East Lansing, MI 48825  
gordonap@msu.edu

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## Yasuo Sakakibara Prize

International scholars who have had papers accepted for the 2009 annual meeting may compete for this convention paper award. Scholars or practitioners whose institutional affiliation is outside the United States are eligible. The prizewinner will be announced at the annual meeting of the American Studies Association, to be held in Washington, DC, November 5-8, 2009.

The Yasuo Sakakibara Prize includes a certificate and \$500.00 in cash awarded for the best paper presented by an international scholar at the meeting. The winning paper may deal with any aspect of American history, culture, or society. The winning author must be a member of the American Studies Association or an affiliated international American Studies Association.

The prize honors Yasuo Sakakibara, Professor Emeritus of Economics and first chair of the Graduate School in American Studies at Doshisha University, and a past president of the Japanese Association for American Studies.

### Finalists and Recipient for 2008

The 2008 prizewinner was Chih-ming Wang of Academia Sinica (Taiwan), for his paper *How does America Mean in Chinese? Overseas Student Writing and Trans-Pacific American Studies*.

The committee wished to recognize Masumi Izumi of Doshisha University (Japan), for her paper *Dharma Activists: Transnational Connections in Identity and Activism of Japanese and Japanese American Buddhists*

### Submissions for 2009

Submit one copy of each conference length paper, i.e., 10-12 type written pages or approximately 3,500 words, via air-

mail, or preferably by email, to each of the following 2009 committee members postmarked no later than September 18, 2009; include a cover letter with author's name, institutional affiliation, paper title, and contact information.

Chair: Paul Kramer  
University of Iowa  
Department of History  
280 Schaeffer Hall  
Iowa City, Iowa 52242  
paul.kramer49@gmail.com

Scott Laderman  
Department of History  
University of Minnesota, Duluth  
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# AmericanQuarterly

The Journal of the American Studies Association

## Call for Papers Alternative Contact: Indigeneity, Globalism, and American Studies Paul Lai and Lindsey Claire Smith, Guest Editors

Within standard genealogies, Native studies and other racially based studies arose from a similar moment of empowerment in the struggles for racial and ethnic rights in the 1960s and 1970s, often in solidarity with Third World decolonization movements. Increasingly, Native American studies highlights connections between Native America and indigenous communities around the world, reframing questions of sovereignty and indigenous rights in international terms while continuing to challenge political discourses of the nation-state. Such work decenters paradigms of first contact with European colonial powers and subsequent domination by the United States military and government that have overshadowed discussions of native contact with peoples of other origins. This special issue explores transnational and cross-ethnic flows among indigenous peoples of the Americas, including the Caribbean and Pacific Islands, and these other peoples. Such moments of alternative contact complicate and enrich our understanding of the links between U.S. colonial and imperial projects, sovereignty, and racial formation. Ultimately, this project seeks to theorize a more dynamic indigeneity that articulates new or overlooked connections among peoples, histories, cultures, and critical discourses within a global context.

We seek work that theorizes cosmopolitan indigeneities as the transnational movements of indigenous peoples and their governments, social and activist movements, arts, and critical discourse. We seek scholarship that identifies moments of contact among indigenous Americans and ethnic others in historically, geographically, and disciplinarily specific conjunctures and that highlights the dissonances as well as synergies produced by reconfiguring comparative ethnic studies work within the frameworks of transnational American studies and global indigenous movements. This work might offer new languages for discussing the global presence of indigeneity to counteract notions of unsophisticated or parochial Native communities and offer alternatives or rejoinders to the work of postcolonial studies by considering issues of continuing (neo)colonialism and the relation between indigenous peoples and state formations.

Framing such scholarship within globalism might build upon a long tradition in Latino/a studies of examining indigenous encounters with others and mixed-race subjectivities, query long-standing tensions between Asian Americans and native Pacific Islanders, and continue exploring histories of Native and African American connections. Additionally, we encourage submissions of papers that theorize less-studied contact, such as between Native American and Asian American bodies, communities, histories, literatures, visual arts, and politics. In these material and creative encounters, personal, political, collective, and global conceptions of sovereignty and citizenship point toward theoretical as well as practical implications for resisting empire. Email essays by September 1, 2009, to [aquarter@usc.edu](mailto:aquarter@usc.edu). Information about American Quarterly and submission guidelines can be found on our Web site: [www.americanquarterly.org](http://www.americanquarterly.org).

# Report of the 2007-2008 ASA Survey of Doctoral Recipients in American Studies

by  
Barry McCarron  
*ASA Research Coordinator*

Each year the American Studies Association surveys Ph.D. granting programs in American Studies and American Ethnic Studies to compile a bibliography of doctoral dissertations. Individual recipients are also surveyed in order to gauge trends in demography and employment. The ASA collects dissertation abstracts (available at [www.theasa.net](http://www.theasa.net)) as part of the bibliographic record. The survey is based on requests to American Studies, American Ethnic Studies and Women's Studies programs for lists of dissertations completed between July 1, 2007 and June 30, 2008.

The survey was sent to forty-three universities and/or departments and a total of 85 dissertations were reported, which represents a substantial increase of almost 75% from last year, where only 48 were reported. The individual surveys returned by Ph.D. recipients demonstrate that demographic statistics remained consistent with past years' surveys, where female respondents outnumber males, 75% to 25% for 2007-2008 and 58% to 42% for 2006-2007. In terms of ethnicity, the majority of respondents were White (89%), an increase from last year's results in which 73% were White. There were two Hispanic and one African-American respondent.

Statistics on employment show some positive trends. 50% of people found immediate employment with tenure-track jobs, up approximately 15% on last year's estimates. Those not finding tenure-track positions found work in several other fields including secondary schools, non-profit organizations, and museums/public history but most (20%) took part-time teaching appointments. Only 2 respondents were still actively seeking employment, and no one reported being unemployed. Among those hired for teaching positions, there was an even distribution between fields. Ph.D. recipients found employment in American Studies, History, English, and other academic fields in almost exactly the same numbers. Overall, then, newly minted Ph.D.s in American Studies and related fields are finding employment upon completion of their programs of study, although not always in their desired field. American Studies job seekers have to be prepared to look at other academic disciplines, accept part-time positions for the time being, or pursue other non-teaching career paths.

Financial aid statistics, though offering some positive news, seem to indicate the expense of obtaining

a Ph.D. continues to rise. 43% of respondents said they were able to leave their programs with no school-related debt, and 72%

reported that university-related aid was their primary means of support. Only three respondents indicated that student loans were their primary means of support—a number that is consistent with the results of the previous two years. Unfortunately, nearly a fifth of all respondents (about 18%) reported debt exceeding \$50,000. Thus, while students may not depend on loans as their primary means of assistance, they are nevertheless borrowing at alarming rates.

The greatest percentage of those graduating continues to fall into the 31-35 year-old category (57%) and only 7% of those surveyed were able to obtain their degrees by the age of 30. For most (56%), the average time to degree was still 5-10 years, unchanged from last year.

Note: Full results of the ASA surveys (dating to 1996) are available under the "Research" category at <http://www.theasa.net>.

## Student's Committee of the American Studies Association

### Call for Applications

The Students' Committee (SC) of the American Studies Association invites applications from graduate and undergraduate students interested in serving as members of the SC for the upcoming term. Applicants must submit a brief statement describing their qualifications, experience, and interests in the committee, along with a complete resume. Members serve two-year, non-renewable, staggered terms. If you would like to apply, please attach your statement and resume to a single email and send it to [asastaff@theasa.net](mailto:asastaff@theasa.net). **Deadline: April 1, 2009.** For further information about the SC and the application process, please visit our website: [www.theasa.net/committee\\_students/](http://www.theasa.net/committee_students/).

# “CHANGE WE CAN BELIEVE IN: AMERICAN STUDIES AND THE (RE)FORMATION OF EDUCATION”

Keynote Address for the K-16 Collaborative Committee of the American Studies Association, October 18, 2008

by  
Lois Rudnick

*Chair, American Studies Department, University of Massachusetts Boston*

It is a very great pleasure to be here for a whole variety of reasons—it is my 35<sup>th</sup> and final year of teaching at UMB, the twenty-fifth year of chairing my department, 38<sup>th</sup> year of work with ASA. Because this is my swan song, so to speak, you’ll forgive me for being at once utopian and pragmatic, and using my time to begin to fulfill one of the agenda items of the K-16 Committees report set out for this coming year—to build an institutional memory. I’d like to do that, however, by going back to the future—recalling our past in order to lay out suggestions for the work of the future.

I want to begin with a few excerpts from John Dewey’s “My Pedagogic Creed,” published in the *School Journal* in 1897. It’s a text that can’t be re-read too often, especially when one is feeling smothered by the deadening demands of our state and national educational bureaucracies<sup>1</sup>:

*“I believe that education is the fundamental method of social progress and reform.”*

*“I believe that education is a regulation of the process of coming to share in the social consciousness; and that the adjustment of individual activity on the basis of social consciousness is the only sure method of social reconstruction.”*

*“I believe it is the business of everyone interested in education to insist upon the school as the primary and the most effective instrument of social progress and reform....”*

*“I believe that the art of thus giving shape to human powers and adapting them to social service, is the supreme art; one calling into its service the best of artists; that no insight, sympathy, tact, executive power is too great for such service.”*

The historic roots of the K-16 Collaborative Committee can be found in the late 1960s and early 1970s debates within the American Studies Association over what the ASA should be and who it served, debates that were initiated and stimulated by a powerful and irruptive group of faculty that became known as “The Radical Caucus”—insurgents influenced by the Student, Anti-War, and Civil Rights movements that had spread to higher education at this moment.

In his 1989 *American Quarterly* essay, “The Politics of American Studies,” Allen Davis, the historian of these transforma-

tional moments within the ASA, recalled the debates—and the reformations that took place around the issues of politics, power, and the field of American Studies in these years. He noted the ways in which they democratized the Association, contributed to the revisions of the academic canon, and encouraged opening the boundaries of the field to be more inclusive of women, ethnic, and racial minorities. They also influenced the Association to reach out to the public sphere in the hope of deploying American Studies in the regeneration of our concepts of citizenship, and to meet the obligation of K-16 education and educators to—in Dewey’s utopian language—serve as a “fundamental method of social progress and reform.”<sup>2</sup>

As a result of the ASA’s inclusion of the Radical Caucus within its professional home, the Association elected its first graduate student representatives in 1969—myself and Gene Leach from Trinity College—though Gene was actually elected to represent the Radical Caucus at a time when he was a graduate student. (Gene eyed me warily at our first National Council meeting until he found out that I wasn’t a “tool” of what we then called “the Establishment.”) In 1970, ASA also initiated its first Women’s Committee, under the leadership of Betty Chmaj, which undertook a systematic survey of women’s experiences in the profession that I participated in editing, the shocking results of which converted me to the necessity of activist academic feminism.

Most importantly for our purposes, during this time the ASA helped to subsidize two of the most exciting pedagogical ventures in the history of the Association, both of which I think should be revisited, and perhaps reformulated and tried again, under the leadership of the K-16 Committee. The first was the mimeographed journal “Connections” (perhaps too august a term to describe the mixed personal narratives, letters, and my day-in-the-classroom format). “Connections” lasted for only a few issues, but for me, and for many of my generation of colleagues who entered the profession to teach, first and foremost, it became our pedagogical Bible. In my day, as elders are fond of saying, we were thrown into the college classroom and told to teach what we knew.

“Connections” was my first serious introduction to teaching American Studies, and to the idea that teaching was an art and a social practice that had

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dimensions and import beyond the text and the classroom. Most of my early ventures in critical and creative pedagogy came from the teacher-practitioners who wrote for it, just as much of my mid-career development as a teacher came from what I have learned from the amazing secondary school teachers it has been my privilege to work with over the past twenty-five years.

The earliest—and the most ambitious of the university-secondary collaborations sponsored by the American Studies Association—was the NASF—the National American Studies Faculty. Under the able direction of John Hague from Stetson University, the ASA obtained a multi-year grant from the NEH, during the mid-1970s, which allowed them to sponsor conferences, run institutes, and send teams of mostly young (including many untenured) American Studies faculty throughout the country to work with high schools, community, and four year colleges interested in developing innovative interdisciplinary curriculum. Projects included helping schools design American Studies courses and programs; working with an alternative school for boys who had been expelled from public schools in Boston; re-designing curriculum with inner-city high schools in South Carolina that wanted to incorporate African, Native, and Chicano American literature; and consulting with small city museums that wished to reinterpret their communities' stories in order to bring more diverse audiences to their exhibitions.

When Joe Trimmer of Ball State University learned about John Hague's NASF summer workshops for college teachers in 1976, linked to the Bi-Centennial, he was inspired to design a version of them that targeted secondary school teachers. Trimmer organized the first session on "American Studies in the Secondary Schools" for the 1977 Boston ASA convention, and went on to get an NEH grant that established a "Center for American Studies in the Secondary Schools" at Ball State, funded in 1979, with enthusiastic endorsement by the ASA. In the summers of 1979 and 1980, Trimmer brought in a team from every state in the nation—the first summer, twenty-five came from the East coast; the second summer, twenty-five from the West coast. He did the same with the international community: contacting members of the European American Studies Association to see if they were interested in introducing American studies into the English language curriculum of their universities. In 1981, NEH and ICA funded Trimmer's "American Studies Curriculum Project," housed in Washington, DC, where fifteen Ball State high school teacher veterans were paired with fifteen European high school teachers. Several of the social studies and humanities teachers who attended Trimmer's workshops founded some of the earliest high school courses and programs in American Studies in the U.S.

It took a while before these initiatives began to filter down to the regional level of the ASA. In 1987, NEASA sponsored its first of several secondary school conferences at Boston College, followed by the beginning of a consulting business that was modeled on the NASF. Jesper Rosenmeier of Tufts University and I began by creating a regional New England database of some seventy-five American Studies affiliated teachers in schools, universities, and museums (most of them secondary school teachers), who agreed to serve as consultants for secondary schools in their areas as requested. Over five years, Jesper and I visited several schools in Massachusetts and New Hampshire that had either just begun or were eager to begin American Studies courses. Sometimes we helped to convince administrators reluctant to offer courses in academic fields they never heard of, by providing credibility for the field of American Studies. Sometimes we helped by putting teachers in touch with one of the fifteen schools we had located in New England that had a history of teaching American Studies, like Hingham High School, which is now in its fourth decade of offering American Studies courses.

Our success at the regional level, and the interest of ASA members in other regions, encouraged me, in 1993, to convene the Ad Hoc Committee on Secondary Schools within ASA, with the hope that we would be able to bring more secondary school educators into the ASA. More importantly, we wanted to establish on a regular basis, a school-university presence in the Association, through Focus on Teaching Day, and to encourage the interest and commitment of university American Studies faculty to work with school teachers in more long-term, life-sustaining, and mutually beneficial ways. The now K-16 Collaboration Committee has done a yoe-person's job over these years in developing some of the most engaging and cutting edge workshops on pedagogy and curriculum development that the ASA sponsors, and I, of course, hope it will continue in that task.

We know that this is not an easy agenda to accomplish in K-12 American Studies, where American Studies is a teacher's secondary or tertiary organization of choice and belonging. We know from fifteen years of efforts of this committee how difficult it is to establish relationships with schools as we move from city to city with our conference, such that we can't depend on a built-in constituency with whom we can follow up with our workshop endeavors. And we also know that such collaborations are not high on the list of most universities in terms of promotion and tenure of junior faculty.

But we do have several models of how American Studies teacher-scholars have done this. Sometimes they have worked with the institutional support of the ASA, which I would like to see become even more instrumental to the work of the K-16 Col-

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laborative, just as I would like to see the work of the K-16 Collaborative become more central to the definition of what the ASA stands for, in terms of the larger political, social, and cultural issues and constituencies it serves. In 1998, with the support of the Association and the then Secondary School Committee, I published the “National Guide to American Studies Resources in the Secondary Schools.” Through scores of letters that I sent to schools across the country, and queries placed in national newsletters, I received responses from teachers in almost every state in the country who taught American Studies, or as it was sometimes called, Integrated Humanities.

Forty-seven schools made it into the guide, and I selected seven very diverse schools—from larger inner-city schools that had a predominant population of immigrants and racial minorities to small suburban schools in wealthy communities—and asked their coordinators of American Studies to provide future teachers/developers of American Studies curriculum with on the ground, honest advice in narrative essays that explained how and what they did to develop American studies in their schools. Every school listed in the resource guide provided a phone number, email address, and contact person of a teacher willing to help out others in their geographic area interested in developing American Studies courses and programs.

It was from the secondary teachers that I worked with on the guide, mostly those whom I heard present at “Focus on Teaching Day,” that I got the motivation to change the protocol of the OAH magazine, *Teaching History*, when I was asked to edit an issue on “Using Literature to Teach History” in 1999.<sup>3</sup> Their policy had been to have the essays in their monthly magazine written by the academic experts, that is university faculty, and the lesson plans provided by the secondary school teachers. I insisted on mixing it up, at least a little. (The first essay in the issue was written by Marsha Ehlers, from Montebello High School in L.A.) All the contributors were American Studies teachers, and their curriculum ideas were of the highest scholarly and imaginative caliber. Even if ASA can’t afford its own publication, there is no reason why more of us can’t volunteer to work with such journals in order to increase the visibility of the good work we are doing in our field.

A couple of years ago, I suggested that “The National Resource Guide to American Studies in the Secondary Schools” be suspended from the publications list of the ASA because it had not been updated. In my state, I know several schools that no longer offer American Studies, but I also have heard of several others that have started up since the guide

was written. I am very pleased that the K-16 Committee is considering updating the guide. I know from going on line to download some of the many thousands of innovative curricula and syllabi that are available on myriad humanities websites that the most useful have a context, are annotated, and are linked to larger projects.

The K-16 committee has on its agenda for this year to meet with the ASA’s Regional Committee, and they might be one vehicle for gathering this information. But I believe that this is something that has to be handled centrally and your committee is in the ideal position to do this. A revised guide that offers diverse models for establishing and teaching American Studies K-12, and contacts for already existing programs, could also provide a national database from which the ASA, and its regional committees, could establish connections leading to local and regional collaborations. Perhaps this could include something I’ve longed dreamed about--a national ASA sponsored summer institute for K-16 faculty that could work with the regional associations to create vehicles for on-going relationships with particular schools that adopt each other—who knows where that could lead...?

When I recently re-read the 1998 “National Resource Guide,” I was reminded of the passionate devotion of the teachers who developed these programs and fought to keep them alive. While I was moved by their commitment to the project of American Studies, I found even more compelling their commitment to the project of providing their students, particularly in schools where AP and Honors courses didn’t exist, or existed only for a select few, with the kind of critical pedagogy, and analytic and life skills, that would invest them enough in their learning for them to continue through high school on to college. From my point of view, this is the place where American Studies can best answer John Dewey’s call.

Not necessarily because we “do” integrated learning better than other interdisciplinary social science and humanities curricula (which we know demonstrably increases students higher-level cognitive skills, as the education experts put it). But because we can intervene in spaces where a civic public seems to have disappeared from this country. And because we have the right—and obligation--to help our students think about their American identities and what it means to be “illegal,” “alien,” “resident,” local and global “citizens” in this country and the world by virtue both of what we study and of how we study it.

It was this desire that motivated the “American Identities” project Judith Smith, Rachel Rubin and I instituted with Cambridge Rindge and Latin High School in 1997, when

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we received a call from a progressive social studies coordinator who wanted a course to teach in the high school which would motivate non-college bound students to go to college, a course that would be offered outside the tracking system as an elective. We designed a course, and recently published a textbook and instructor's manual, that foregrounds how to learn to "do" American Studies at the high school and introductory college level by having students study the varied social and cultural landscapes of the US from World War II to the present and place themselves—whether native or foreign born—into the composite portrait of a continually shape-shifting nation.<sup>4</sup>

While I would of course love to see more university-secondary school collaborations that use our textbook and pedagogy, what I would most like to see is other American Studies programs that imagine models whereby they can design American studies courses with secondary school colleagues and taught by secondary school colleagues, that do more than "refresh" the high school curriculum. Such courses could have as one of their agendas the kind of political practice that we rhetorically address in our scholarship—subverting—even if in small and modest ways—the high stakes standardized test driven curriculum that saps too much of the lifeblood of our teachers, and that leave ever more of our students of color who live in poverty farther behind.

There are many other excellent models out there, including the fine work that Karen Haltunnen has done over the past fifteen years with K-16 collaborations in California, and with the UC Davis History Project, which provides a rich array primary resources for school teachers. As she said in her 2005 ASA presidential address: "Teachers at all levels came together to pursue research, develop curricula, share teaching strategies, summer institutes, weekend workshops, book retreat, reading groups. " Building on Rosenzweig's and Thelan's study, The Presence of the Past--which found that most Americans connected to past through their own family and community histories--Karen worked to build on an idea of the local that was critically engaged with the national and global. As she eloquently put it: "This is not 'university outreach'; this is K-16 collaboration, and it enriches the teaching and the scholarship of all who participate, even as it depends on our sense of the power of place, making us full participants and shareholders in our own communities."<sup>5</sup>

Another of the best models of this kind of commitment can be found in the work that former Chair of this Committee, Sarah Robbins of Kennesaw State University, has done with her NEH and ASA supported project, "Keeping and Creating American Communities, that you can learn about in her co-edited book, Writing America: Classroom Literary and

Public Engagement. The KCAC project engages K-16 teachers and students in the study of the historical issues, tensions, and conflicts that are inherent in their local communities, eventuating in the creation of new virtual and real civic spaces: the reconstruction and preservation of inclusive communities, in which students, teachers, and community members become mutually re-invested. Writing America began as a project that involved teachers in Georgia and, according to Adam Golub's review in the June American Quarterly, is now being adopted by schools in Nebraska, Oklahoma, and California.<sup>6</sup>

While not everyone will can or will want to invest in such intensive and long-term collaborations as these, Sarah has given us the means to know how to build an infrastructure that can maintain the best kinds of school-university relationships.

Such collaborations always have multiple purposes: they serve the intellectual and practical needs of teachers and students and enliven the necessary tasks that are part of building critical reasoning, writing, and media skills, by making all involved active agents of their own learning, and giving them the satisfaction of finding affirmation in the fact that what they create provides real life audiences--their peers, parents, and community members--with knowledge and pleasure.

The K-16 Committee might also consider—as it collects information on the scholarship of teaching that informs American Studies at all levels—ways of using its website to publish such materials. The ASA Newsletter and the American Quarterly do from time to time address pedagogical issues, and they should continue to do so. But neither venue can really serve the purpose of sustained dialogue around the kinds of interdisciplinary pedagogical and curricula issues we need to work through collaboratively, on an on-going basis. There was a time in the late 1990s when the Secondary School Committee had its own pedagogy listserv. Hosted by Steve Hilsabeck of New Trier High School, it provided a forum for teachers ranging from "what do I do tomorrow with this poem" to "Has any body successfully found a way to teach Twain's 'Huck Finn' that it is responsive to the fraught issues of language and representation of African Americas?" In the midst of organizing a workshop for Massachusetts teachers on Teaching Race in the Classroom, I downloaded a great answer to the Huck Finn question from a high school teacher who alternates chapters of Frederick Douglass's 1845 Narrative with chapters of Huck Finn.

I would love to see the listserv revived, perhaps once "The National Resource Guide" is revised and there is a database of teachers to work from. It could then be a way of maintaining contact among K-16 practitioners, while serving as a

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vehicle for organizing local or regional conferences or consultancies, that might eventually lead to publication on the K-16 website. It could also become a central clearinghouse for the dissemination of information about the institutionalization of American studies that could be of great use to many of us. I think, for example, of a wonderful workshop I attended during “Focus on Teaching Day,” where I learned something that is in the interest of every one of us who chair an American Studies Department to know—as well as in the long-term interest of the ASA to cultivate. Francis Ryan, who teaches at La Salle University in Philadelphia, talked about how he has managed to link his American Studies major to elementary school certification. By working with his School of Education, he got an agreement that automatically enrolls all elementary education majors as double majors in American Studies.

From my experience, and the testimony of former students, I believe that there is no better major to prepare elementary school teachers than American Studies. I thought at the time, how do we make this kind of information more widely available? Even if we can not all make such an arrangement at our universities, we certainly can talk with our colleagues in the Schools of Education to make our major more visible, among other things we can do to recruit such students. What better way to impact the growth of American studies, a field that we have to advertise over and over again, each year, in order to recruit students—at both the university and high school levels. At the same time, we serve schools by helping prepare teachers who come to the classroom with an intellectual and pedagogical commitment to multi-cultural interdisciplinary studies, so that they are more ready to cross the multiple boundaries they are asked to negotiate.

The K-16 Committee could also take advantage of ASA’s increasing international membership. As Joe Trimmer learned when he put European teachers together with his American Studies trained high school teachers, and as I learned when I did secondary teacher workshops in Germany and Sweden under the auspices of the USIS in the late 1980s, teachers of English language and culture abroad are intensely interested in having excellent course materials available on American society, history, and culture that will engage their language students’ interest the U.S., especially with its forms of cultural production.

As Adam Golub asserted in his June *American Quarterly* review mentioned above, “American Studies can act as an

agent of social change in classrooms and communities.” For all the reasons I have discussed above, and many more that I am sure you can all think of, the ASA should see the K-16 collaboration as one of the key critical sites where American studies teacher-scholars can, as we say--too often rhetorically--intervene in opening and redefining our understanding of what it means to live, act, be, and perform in the US, and in taking that understanding to new, ever more urgently needed places in public education. Along with its “Distinguished Speakers” Bureau, perhaps the ASA could eventually sponsor “The Homeland Bureau for the Re-Claimation of American Education,” sending energetic teams of K-16 pedagogues throughout the country to infiltrate—from without and within—a public education sector that could, with the right kind of funding and commitment, one day leave no child, no teacher, and no community, behind.

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### Notes:

- 1 John Dewey, “My Pedagogic Creed,” *School Journal* 54 (January 1897): 77-80.
- 2 Allen Davis, “The Politics of American Studies,” *American Quarterly* 42:3 (1989): 353-74.
- 3 Lois Rudnick, ed. “Using Literature to Teach History,” *Magazine of History* (Winter 1999).
- 4 Lois Rudnick et al., “Teaching American Identities: A University-Secondary School Collaboration,” *American Quarterly* 54:2 (2002): 255-77; Lois Rudnick, Judith Smith, and Rachel Rubin, ed. *American Identities: An Introductory Textbook* (Oxford: Blackwell Publishing, 2006).
- 5 Karen Haltunnen, “Groundwork: American Studies in Place—Presidential Address to the American Studies Association,” *American Quarterly* 58: 1 (2006): 1-15.
- 6 Sarah Robbins and Mimi Dyer, *Writing America: Classroom Literacy and Public Engagement* (New York: Teacher’s College, 2005); Adam Golub, “We Are What We Teach: American Studies in the K-16 Classroom,” *American Quarterly* 60: 2 (2008): 443-453.

# Regional Chapter News

Edited by John Haddad

## New England American Studies Association

The New England American Studies Association invites submissions of papers and panels on topics, both historic and contemporary, related to "The Post-American City." Our conference (Oct. 16-18, 2009) site in Lowell, Massachusetts, looks back to colonial and early national interactions of an emerging Atlantic World, and to the economic and cultural shifts of the Industrial Revolution. At the same time, our call directs us forward, to the urbanizing and globalizing forces that have brought 21st century immigrants and refugees to Lowell and other cities. This sweeping transnational topic signals our desire to bring together academics from a range of disciplines, including history, literature, economics, political science, environmental studies, urban planning, law, and film and visual cultural studies, as well as community organizers, artists, architects, teachers and policy makers.

Though our conference title makes reference to Fareed Zakaria's *The Post-American World*, we hope that Zakaria's argument that the "rise of the rest" has left the United States less dominant provokes dialogue rather than agreement. At the same time, we are particularly interested in proposals which connect American urban lives, cultures, economies, policies, and spaces to the rest of the world, and consider the city, past and present, in terms of immigration, globalization, and cosmopolitanism.

Proposals should include a one page abstract with title, as well as the author's name, address, and institutional or professional affiliation. For panel proposals please include contact information for all participants, as well as a brief (no more than two page) description of the session. Submit proposals by March 31, 2009 to [neasacouncil@gmail.com](mailto:neasacouncil@gmail.com)

## Kentucky Tennessee American Studies Association

The Kentucky Tennessee American Studies Association will hold a one day business meeting on Saturday, May 9 at Western Kentucky University to determine the future direction of our regional conference and our journal, *Border States*. All are welcome to join us in Bowling Green from 10am to 4pm. Even as we undertake this serious business, we anticipate a gathering that includes good humor and laughter. See the Chapters section of the ASA Website for further information and contacts.

## Middle Atlantic American Studies Association

The Middle Atlantic American Studies Association will hold its annual conference at Elizabethtown College in Elizabethtown, PA on March 27-28, 2009. The conference, on the theme of "Faith, Politics, Culture: American Mixtures," will be held jointly with the Pennsylvania Political Science Association (PPSA). For more information, visit: <http://www.hbg.psu.edu/research/maasa/>

## Mid-America American Studies Association

MAASA invites ASA members to attend its spring conference, "Identities and Technoculture," held jointly with the Center for Ethnic Studies and the Arts at the University of Iowa. The conference will take place April 3-4 at the University of Iowa in Iowa City, the conference will examine how new technologies dominate and define Americanness in the US and abroad. Panels and workshops feature three research strains: 1) Afrofuturism (how culture and technology frame African American experiences); 2) Identities and the Internet; 3) Technology and Culture before the Information Age. Panels will follow a traditional format, while workshops will focus on and showcase an "artifact" (e.g., movie, Internet sites, TV show, documentary, comic book pages, radio broadcast, art exhibition, historic site). Immediately following the artifact experience, facilitators will lead a discussion. The keynote address is Carolyn de la Peña with a talk entitled "From Consumption to Production to Ecology: Tracing Pasts and Futures of American Techno-Identities." For registration, hotel information, and preliminary program, please visit the website: [http://www.uiowa.edu/~cesa/identities\\_technoculture.html](http://www.uiowa.edu/~cesa/identities_technoculture.html)

## California American Studies Association

"Building Community Across Borders," April 10-11, 2009 at University of California Santa Barbara. For more information, visit: <http://www.h-net.org/announce/show.cgi?ID=165353>

## Great Lakes American Studies

The Great Lakes American Studies Association conference, "Imaging America," will be held at Notre Dame University, March 19-21, 2009. Phil Deloria and Shawn Michelle Smith will be the keynote speakers. For more information, visit: [https://shop.nd.edu/C21688\\_ustores/web/product\\_detail.jsp?PRODUCTID=914&SINGLESTORE=true](https://shop.nd.edu/C21688_ustores/web/product_detail.jsp?PRODUCTID=914&SINGLESTORE=true)

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## News from Regional

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### Chesapeake American Studies Association

The Chesapeake American Studies Association will hold its 2009 annual conference on April 2, in Mason Hall on the campus of George Mason University, Fairfax VA. The conference theme is "America After Bush," and the day's events will feature panels and workshops addressing this watershed moment in American life. Workshops will focus on the issues of "America in the World," "Race After the Bush Years," "Urban Politics," and "Obama, Democracy and New Media Technologies." Workshop participants include several GMU faculty along with Quito Swan (Howard), Sangeeta Ray (U. Maryland), Brett Williams (American U), Christina Hanhardt (U. Maryland), Gerard Toal (Virginia Tech NCR). There will be two keynote speakers: Eric Lott (U. Virginia) and Suleiman Osman (George Washington U.) For further details see: <http://mason.gmu.edu/~psmith5/CHASA.html>

## Southern American Studies Association

Valentine Weekend, SASA Hits George Mason!

SASA's biennial conference opened on the Lincoln & Darwin birthday, welcoming 150 participants to George Mason University. Patrick Johnson (Northwestern) presented his one-man show, "Pouring Tea: Black Gay Men of the South Tell Their Tales"; Phil Deloria and Lucy Maddox each gave a fine plenary talk; we had quite the lively colloquy with Woody Holton et al., in keeping with the title of his *Unruly Americans* and the *Making of the Constitution*; and Brad Evans (Rutgers) presented "Moving Pictures, Moving Targets: A Discussion and Partial Screening of the Newly Restored Silent Feature, *In the Land of the Headhunters*," as our closing plenary session. Given the brand-new arrangement for on-line submissions for our biennial Critoph Prize for best paper presented by a graduate student at our biennial conference, we received a record 29 entries. We also elected as new SASA Board members Tara McLellan (grad student, University of Mississippi), Tomeiko Ashford Carter (UNC-Chapel Hill), and Leigh Ann Duck (U. of Memphis). -- Dennis Moore, [dmoore@fsu.edu](mailto:dmoore@fsu.edu)



### Liberty and Justice: America and the Middle East

The Center for American Studies and Research (CASAR) at American University of Beirut has recently published the selected proceedings of its second international conference, "Liberty and Justice: America and the Middle East," held in Beirut in January 2008. The volume contains 35 papers by scholars from Europe, North America, and the Middle East--including Scott Lucas, Melanie McAlister, Djelal Kadir, Amy Kaplan, Timothy Marr, Norman Finkelstein, Mounira Soliman, and Seyed Mohammad Marandi. It is available at cost (\$20 including shipping to North America and Europe). For information on how to order this book, please visit CASAR's website at: <http://staff.aub.edu.lb/~webcasar/Conferences/Proceedings/index.html> or email to [casar@aub.edu.lb](mailto:casar@aub.edu.lb).

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# Opportunities & Announcements

<http://www.theasa.net/opportunities/>

## Member Announcements

### Resource: Website Ranking America

I'm a member of the ASA, and I was wondering if you could help me spread the word about a new, non-commercial website/blog that I've developed and am continuing to work on. It is called "Ranking America" (<http://rankingamerica.wordpress.com>) and it provides rankings of the United States in comparison with other nations in a variety of categories. Each entry contains a link to the source of information that I use. For most entries, I also provide graphs and charts that visually represent how the U.S. stands in comparison.

My site has recently been listed by the British website, Intute, as a "best of the web" resource for education and research (<http://www.intute.ac.uk/socialsciences/cgi-bin/full-record.pl?handle=20090112-1039345>). I've also received some supportive e-mail from Americanists in other countries. I think it has the potential to be of real use for many of our colleagues and students.

I've announced my website through H-AMSTDY, H-USA, and H-Net Announcements. In an effort to make it more widely known, I was wondering if there is a way to post an announcement on the ASA website, or perhaps in the ASA Newsletter.

Sincerely,

Mark Rice

## Conferences

### The Religious-Secular Divide: The U.S. Case

Upcoming conference from Social Research at The New School: March 5 and 6, 2009 in New York City.

<http://www.socres.org/religiousseculardivide>

As tensions sharpen, join distinguished scholars and intellectuals to explore the nature and future of religion, spirituality, and secularism in the United States, looking at their changing relations both historically and through contemporary debates. This conference will look backward at the religious secular divide and forward to what the future may have in store. The keynote address will be delivered by Charles Taylor.

### National Humanities Alliance 2009 Conference and Humanities Advocacy Day

The National Humanities Alliance 2009 Conference & Humanities Advocacy Day will take place March 10-11 in Washington DC. The event is a unique meeting ground for members of the Alliance and others interested in humanities policy and advocacy, including higher education leaders, college and university faculty, teachers, students, museum professionals, librarians, archivists, curators and independent scholars.

For more information, please visit the following web-address: <http://www.nhalliance.org/conference/2009/>

### 2009 Conference of the International Association for the Study of Popular Music, US Branch

The International Association for the Study of Popular Music, US Branch will hold its 2009 conference at the University of California, San Diego from May 29-31. Please see the conference website for the Call for Papers and further details:

<http://www.iaspm-us.net/conferences/>

## Fellowships and Grants

### Beatrice Bain Research Group Scholars in Residence Program Call For Applications

University of California-Berkeley, Deadline: March 15, 2009

The Beatrice Bain Research Group (BBRG) is the University of California at Berkeley's critical feminist research center, established in 1986 to support and coordinate feminist scholarship across disciplines. The BBRG is particularly interested in enabling research on gender in its intersections with sexuality, race, ethnicity, class, nation, religion, postcoloniality, globalization and transnational feminisms.

For more information: <http://bbrg.berkeley.edu/>

### Edith Wharton Collection Research Award

Deadline: March 15, 2009

Each year the Edith Wharton Society offers a Edith Wharton Collection Research Award of \$1500 to enable a scholar to conduct research on the Edith Wharton Collection of materials at the Beinecke Library at Yale University.

Prospective fellows for the 2009-2010 award are asked to submit a research proposal (maximum length 5 single-spaced pages) and a resume by March 15, 2009 to Hildegard Hoeller at [hilhlr@aim.com](mailto:hilhlr@aim.com) or at 395 South End Ave, #24L, New York NY 10280.

*Continued on next page*

## Opportunities & Resources

*Continued from page 17*

### 2010-2011 Fellowship Award Announcement

Each year, the School of Social Science at the Institute for Advanced Study in Princeton, NJ, invites up to twenty scholars to be in residence for the full academic year to pursue their own research. The School welcomes applications in economics, political science, law, psychology, sociology and anthropology. It encourages social scientific work with an historical and humanistic bent and also entertains applications in history, philosophy, literary criticism, literature and linguistics. Applicants must have a Ph.D. at time of application. Each year there is a general thematic focus that provides common ground for roughly half the scholars; for 2010-2011 the focus will be Secularism. The application deadline is November 1, 2009. Applications must be submitted beginning June 1 through the Institute's online application system, which can be found, along with more information, at <http://www.sss.ias.edu/applications>.

## International Announcements

### Clinton Institute Summer School, University College Dublin, 5-11 July 2009

The UCD Clinton Institute Summer School will bring together scholars and graduate students from around the world to engage in wide-ranging discussion on interdisciplinary study of the United States. The School is aimed at advanced graduate students and junior faculty in the fields of American Studies, History, Political Sciences and Literary and Cultural Studies.

For further details, visit <http://www.ucdclinton.ie>, or contact Catherine Carey at [Catherine.Carey@ucd.ie](mailto:Catherine.Carey@ucd.ie)

### CFP: 8th Annual Transatlantic Studies Association Conference

13-16 July 2009, Canterbury Christ Church University, Canterbury, UK

Literature & Culture/Planning and the Environment/Economics/History, Security Studies and IR/Interdisciplinary Perspectives on Transatlantic Relations

Proposals to the appropriate panel leaders with a 300 word abstract by the deadline of May 1, 2009. For further information see: <http://www.transatlanticstudies.com>

### CFP: Stiftung Deutsch-Amerikanische Wissenschaftsbeziehungen 2009 Research Funding

The Stiftung Deutsch-Amerikanische Wissenschaftsbeziehungen (SDAW/Foundation German-American Academic Relations) is prepared to fund research groups composed of German and North American scholars, and, where appropriate, other European scholars as well, who propose to explore topics of particular interest for the transatlantic relationship, focusing on

international or domestic and comparative issues and/or opening up new methodological approaches. The participation of younger scholars is particularly welcome. Results should be published (also electronically).

For more information contact [sdaw@stiferverband.de](mailto:sdaw@stiferverband.de) or visit <http://www.sdaw.net>.

### CFP: The 44th Annual International Conference of the American Studies Association of Korea

23-24 Oct. 2009, Seoul, Korea. 500-word proposals to the ASAK Board at [asakorea@gmail.com](mailto:asakorea@gmail.com) by April 10th.

For more information visit:

[http://www.asak.or.kr/board/board\\_read.asp?dbname=notice&cbnum=227](http://www.asak.or.kr/board/board_read.asp?dbname=notice&cbnum=227)

## Paper Calls

### Queers in American Popular Culture

I'm requesting essays for QUEERS IN AMERICAN POPULAR CULTURE (3 vols.) to be published by Praeger. I need 15 essays per volume, each running around 7,000-7,600 words (28-30 manuscript pages). Shorter or longer essays of exceptional quality also fine. Please keep technical language to a minimum. Authors receive 1 copy.

Before March 31, 2009: Send a brief—200-to 300-word—description of your project to [jelledg1@kennesaw.edu](mailto:jelledg1@kennesaw.edu) in the body of an email. Add "Description of Essay for QAPC" in the subject box. Or send a completed essay as a separate word document.

### Mystic Seaport Seeking Proposals for Music of the Sea Symposium

Conference to be held during the Museum's 30th Annual Sea Music Festival in June

Submission deadline is March 13. Selected papers must be submitted in final form by May 8.

The symposium celebrates the lives and work of sailors through musical performance. Paper topics should focus on history, folklore, literature, ethnomusicology or other appropriate disciplines addressing any aspect of maritime music or inland waters verse from the great age of sail through present day. Graduate students are encouraged to submit a proposal. Audio-visually illustrated presentations are welcome. Please submit proposals and a brief curriculum vita or resume to:

Dr. Glenn S. Gordinier  
Attn: Symposium  
Munson Institute  
Mystic Seaport  
75 Greenmanville Ave.  
Mystic, CT 06355-0990  
Email: [glenn.gordinier@mysticseaport.org](mailto:glenn.gordinier@mysticseaport.org)

*Continued on next page*

For more information, contact Gordinier at 860.572.0711, ext. 5089.

**Interdisciplinary Conference on History and Fiction,** Carrollton, GA, Nov 12-14, 2009. 1-page abstracts to Julia Farmer (jfarmer@westga.edu) by May 1, 2009. For more information see <http://www.westga.edu/~forlang/callforpapers09.pdf>.

### **7th Annual St. Louis University, Madrid Campus, Graduate Symposium**

June 5-6, 2009. Abstracts are now being accepted for the 7th annual Saint Louis University, Madrid Campus, Graduate Colloquium. This year's theme is "Voices and Visions," and we invite paper proposals that address any of the following topics: literature and visual culture, technologies of voice and/or vision, mental illness and literary expression, censorship, postcolonial voices, or intercultural dialogues. Presentations will be 15 minutes in length. 300- word proposals and brief bios should be sent to [slumadridconference@gmail.com](mailto:slumadridconference@gmail.com) by April 1, 2009.

## **Employment**

### **SUNY BUFFALO: Assistant Professors, Department of American Studies College of Arts & Sciences**

Application Deadline: Open Until Filled

Starting Date: August 20, 2009

Position Descriptions:

American Studies at SUNY Buffalo anticipates hiring 2 assistant professors: one in American popular culture, the other in Native American Studies. Interest in gender, minority, and/or transnational studies preferred. Must have successfully defended dissertation in either specialty by April 1, 2009, have demonstrated research publication potential, and experience teaching at the Graduate & Undergraduate level. Salary is competitive. Positions open until filled. Submit application electronically at [www.ubjobs.buffalo.edu](http://www.ubjobs.buffalo.edu); attach letter, CV, and contact info for 3 references to the application or send to:

Jose Buscaglia

Chair

American Studies Search Committee

SUNY Buffalo

1010 Clemens Hall

Buffalo, NY 14260

SUNY Buffalo is an Affirmative Action, Equal Opportunity Employer/Recruiter.

## **ADVERTISING GUIDELINES**

The *ASA Newsletter* (ISSN 0742-9290) is published quarterly (March, June, September, December) and has a circulation of approximately 6,000. The deadline for submission of display and employment ads is the first of the month preceding the date of publication. For example, a display ad or job announcement which is to appear in the December Newsletter must be received in the editor's office by November 1. The editor reserves the right to edit all copy and to refuse ads. Send ads, including camera ready copy, to the Editor at the American Studies Association, 1120 19th Street, NW, Suite #301, Washington, DC 20036; Phone: (202) 467-4783; Fax: (202) 467-4786; [newsletter@theasa.net](mailto:newsletter@theasa.net)

To submit an ad using our online form, go to [http://www.theasa.net/publications/page/submit\\_an\\_ad\\_online/](http://www.theasa.net/publications/page/submit_an_ad_online/). In order to confirm your ad, you must pay in full either by credit card (preferred), by check, or by company purchase order (not accepted for on line ads). Prepayment by credit card (preferred) or check of advertisements is required for all online postings. To pay online by credit card go to <http://prostores2.carrierzone.com/servlet/theasanet/StoreFront>

If you prefer to fax your Credit Card Authorization Form to the ASA office rather prepaying online, please fax the completed form to 202-467-4786, along with a copy of the ad you submitted online. Advertisements will not be posted until payment in full has been received.

DISPLAY ADS for jobs, conferences, fellowships, publications, and other items of professional interest may be placed in the *ASA Newsletter*. Rates: for a one-quarter page ad (specs. 3-3/4" x 5"), the cost is \$200; for a half-page ad (specs. 5" x 7-1/2"), \$300; and for a full-page ad (specs. 7-1/2" x 10"), \$450.

EMPLOYMENT OPPORTUNITIES, NEWSLETTER: The American Studies Association encourages institutions to list available positions in display ad format or in the Employment Opportunities section of the print edition of the *ASA Newsletter*. The charge is \$125 for each vacancy listed up to 18 typewritten lines (50 characters per line).

EMPLOYMENT OPPORTUNITIES ONLINE: The ASA also accepts online advertising at the rate of \$100.00 per position announcement. The position will be listed in the continually updated Employment Opportunities online at <http://www.theasa.net>.

EMPLOYMENT OPPORTUNITIES, ONLINE: The ASA also accepts online advertising at the rate of \$100.00 per position announcement. Prepayment by credit card (preferred) or check of advertisements is required for all online postings. The position will be listed in the continually updated Employment Opportunities published online at <http://www.theasa.net/opportunities/employment/> Employment Opportunities Online is updated on a continuing basis. It is freely accessible both to ASA members and to anyone with web access. The position will be removed two weeks after the deadline for applications or upon receipt of notification that the position has been filled.

### **SUGGESTED FORMAT**

- Name of employer
- Title or rank of position
- Position description and responsibilities
- Minimum qualifications required
- Salary range and period covered
- Starting date and application deadline
- Documents required for application
- Name and address of person to whom application should be sent
- Affirmative action/equal opportunity employer designation if applicable.

The American Studies Association publishes "Employment Opportunities" as a service of ASA to both employers and job applicants. ASA recommends that all positions for American Studies practitioners should be advertised in "Employment Opportunities." Association members should notify appropriate officials at their institutions of this service and advise them to take advantage of it.

Information in listings is assumed to reflect bona fide openings at the time the ads were placed. Applicants should contact employers for more complete information or changes in the job listing. All applications and inquiries for a position should be acknowledged promptly and courteously. The ASA expects institutions in the U.S. to adhere to Affirmative Action/Equal Opportunity Employment practices.

ADVERTISING IN OTHER ASA PUBLICATIONS. For advertising rates and information on American Quarterly, or the ASA Annual Meeting Program, please contact Monica Queen by phone at (410) 516-6689 or by email at [journalsadvertising@press.jhu.edu](mailto:journalsadvertising@press.jhu.edu).

ORDERING ASA MAILING LABELS. Mailing labels for ASA members can be rented for a single use to promote books, conferences, journals, and other items of professional interest. Information on the list and the cost and terms of rental is available from Monica Queen by phone at (410) 516-6988 or by email at [journalsadvertising@press.jhu.edu](mailto:journalsadvertising@press.jhu.edu). Orders must be placed in writing and accompanied by a copy of the piece to be mailed. The Press reserves the right to refuse orders for mailings that are not of professional interest to ASA members.

## Reserve Space for Business Meetings and Receptions

**Annual Meeting of the American Studies Association,  
November 5-8, 2009,  
Washington D.C**

Space reservations will be accepted starting December 1, 2008 from ASA boards and committees, institutional members, exhibitors, and affiliated groups for business meetings, receptions, and the like, that would take place at the Albuquerque convention. These will be handled on a first come, first served, and space available, basis. Requests should be made by January 26, 2009 to guarantee a place on the schedule.

Events must be booked no later than April 30 in order to be listed in the program book. Events booked after April 30 will be listed in the on line program.

The ASA has a hold on meeting and reception space at the Renaissance Washington DC Hotel. The space will be released only to qualified affiliates reserving meeting or reception space through the ASA headquarters. Your requests for space should be submitted through the online proposal submission site <http://convention2.allacademic.com/one/theasa/theasa09/index.php?> when it opens on December 1, 2008. Please

create a user account and login to the database. A link for meeting and reception requests will appear on the menu page. Please be sure to include the following information: (1) requested times and date of function; (2) type of function (reception or business meeting); (3) anticipated attendance; and, (4) name of function, as it should be posted by the hotel. EMAIL REQUESTS WILL NOT BE CONSIDERED.

Space reservation requests should be addressed to the ASA's Convention Director. The Convention Director will schedule the event times and dates. In July 2009, the ASA's meeting planner will send written confirmation and instructions for placing orders to event organizers. The Renaissance Washington DC Hotel, our headquarters hotel will require any group to receive prior, written approval from ASA before they will proceed with the details of your event. All groups (except ASA boards and committees) are responsible for establishing credit directly with the hotel and will be billed separately from the ASA master account.

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