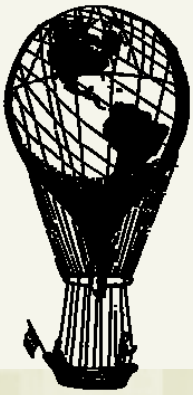
October 2006

INDIANA UNIVERSITY



American Studies Program Newsletter

Cynthia Gwynne Yaudes, editor

Please note the change in requirements for the AMST combined degree and minor, for students entering the Program in Fall 2006:

A minimum of 90 credit hours, of which 32 must be in American Studies, including G603, G604, G751 and two additional courses, such as G620, G753 or cross-listed courses outside the student's home department. The 32 credit hours may include 12 credit hours of appropriate courses relevant to American Studies inside the student's home department. Strong encouragement is given to interdisciplinary diversification. The dissertation (minimum of 15 credit hours) should reflect interdisciplinary study and research.

Heat at the Undergraduate Expo

Each year, during the first week of the semester, the College of Arts and Sciences hosts an exposition to introduce students to the various majors it offers. Held in Alumni Hall, the occasion draws hundreds of undergraduates eager to find a field of study.

American Studies has always sent representatives (usually the Program Director and the Administrative Assistant) to the exposition to make students aware of the Program's varied course listings. But with the newly-proposed undergraduate major, the presence of American Studies at this year's event took on a new level of importance.

Recognizing this, the Program staff designed a complete public relations package around the slogan "American Studies is on Fire." Armed with a full-color flaming banner, logoed coffee mugs, and Atomic Fireball candy, they assumed the roles of carnival barkers in the crowded hall, to draw attention to the Program's offerings. Their efforts garnered rave reviews from COAS administration and expo attendees.

Many students who visited the display were curious about the field itself, asking the oft-heard question "What is American Studies?" Others knew of American Studies, but were surprised to find that it existed at IU, and were pleased to learn just how well the interdisciplinary AMST curriculum would fit with their current interests. It is these students, searching for a major or looking to trade in their present one, who will populate the proposed undergraduate major and continue to ensure the hotness of American Studies.

Algerian Academics Visit

Since the early 1990s, the nation of Algeria has been plagued by domestic upheaval, which has drawn its attention away from international affairs. To remedy

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what they see as a burgeoning cultural isolationism, a group of Algerian academics have been visiting various universities, historic sites and cultural centers in the United States, seeking exposure to "accurate images and information about American politics and culture."

The group stopped at IU Bloomington last month to learn how we "do" American Studies. They met with administrators and faculty (including AMST Director Matthew Guterl), and attended Associate Instructor Ben Aldred's A202 course (*Bugs Bunny: American Folk Icon*), to review teaching methods and curricula and to comprehend the historiographical and philosophical complexities of the field.

The visitors seemed encouraged by their brief visit here, and will, no doubt, return to Algeria with a set of plans for their own institutions, as well as the understanding that "American Studies" is so much more than "the study of America".

PUBLICATION OPPORTUNITIES

Representing Segregation
Deadline for inquiries 15 December 2006
Deadline for completed papers 1 May 2007

Is there an identifiable literary tradition responding to, representing, or protesting U.S. racial segregation? Examination of individual works, authors, genres, or movements welcome for a special issue of *African American Review* slated for release in early 2008. Inquiries first to: Brian Norman (normbria@isu.edu) and Piper Kendrix Williams (williamp@tcnj.edu). For more information, including a link to the special issue, visit *http://aar.slu.edu/*.

The ***Journal of Men, Masculinities and Spirituality*** *(JMMS)* is a new online, scholarly, peer-reviewed, interdisciplinary journal. *JMMS* seeks to be as inclusive as possible in its area of enquiry. Papers address the full spectrum of masculinities and sexualities, particularly those which are seldom heard. Similarly, *JMMS* addresses not only monotheistic religions and spiritualities but also Eastern, indigenous, new religious movements and other spiritualities which resist categorization. For more information, visit *www.jmmsweb.org* or email Joseph Gelfer (Managing Editor) at joseph@gelfer.net.

Perspectives in Vernacular Architecture
The Journal of the Vernacular Architecture Forum

Vernacular architecture shapes everyday life. Comprised of those buildings generated in a particular place, by a particular community, or for a particular function, vernacular architecture comports behavior, constructs identity, orchestrates ritual, and mediates social politics.
Dedicated to the study of ordinary architecture, *Perspectives in Vernacular Architecture,* the scholarly refereed journal of the Vernacular Architecture Forum, invites submissions of articles that explore the ways the built environment constructs the everyday. The editors encourage the submission of articles employing cross-disciplinary methodologies and engaging topics within and beyond North America. We are particularly interested in articles that incorporate field work as a component of the research. Two hard copies of the manuscript and photocopied reproductions of the illustrations should be sent directly to each of the two editors. Please feel free to direct any inquiries to:
Howard Davis
Associate Professor of Architecture
110 Gerlinger Hall
1246 University of Oregon
Eugene, OR 97403
hdavis@aaa.uoregon.edu

Funding Options

Bard Graduate Center
Post-Doctoral Fellowship
Application Deadline 15 November 2006

The Bard Graduate Center announces a post-doctoral fellowship for the academic year 2007-2008. The BGC is a graduate institute affiliated with Bard College committed to the encyclopedic study of things in their historical context, drawing on methodologies and approaches from art and design history, economic and cultural history, philosophy and anthropology. Successful candidates, from any rank and any of these disciplines, will be expected to contribute to the intellectual life of the institute by doing their own research, participating in seminars and presenting their own work. The position comes with a stipend of $35,000 and free housing in midtown Manhattan. Applications should include a cover letter, proposal and names of three references, and should be sent to:
Chair
Fellowship Search Committee
Bard Graduate Center
18 W. 86th Street
New York NY 10024.

The Schomburg Center
Residency Program
Application Deadline 1 December 2006

The Schomburg Center residency program assists scholars and professionals whose research on the black experience can benefit from extended access to the Center's resources. Fellowships funded by the Center will allow recipients to spend six months or a year in residence with access to resources at the Schomburg Center and other research units of The New York Public Library. Fellowships are awarded for continuous periods of six or twelve months at the Schomburg Center with maximum stipends of $25,000 for six months and $50,000 for twelve months. A complete application must include 10 copies of the application form; a 1500 word description of the proposed study; curriculum vitae; three reference letters should be mailed directly to the Scholars-in-Residence Program. Visit *www.nypl.org/research/sc/scholars/index.html* for more information and to download an application.

Winterthur Museum and Country Estate
Research Fellowship Program
Application Deadline 15 January 2007

The Winterthur Museum and Country Estate announces its Research Fellowship Program for 2007-2008, consisting of short and long-term fellowships open to academic, independent, and museum scholars, to support advanced study of American art, culture, and history. Fellowships include NEH, McNeil Dissertation, and short-term fellowships. Fellows have full access to library collections of more than 87,000 volumes and one-half million manuscripts and images, searchable online at *www.winterthur.org/research/library_resources.asp* Fellows may conduct object based research in museum collection of 85,000 artifacts and artworks made or used in America to 1860. For more details and to apply visit *www.winterthur.org/research/fellowship.asp*

Quinn-Archives
Fellowship Program

With the generous support of the Doris Quinn Foundation, the New Netherland Institute at the New York State Library and the New York State Archives have joined forces to offer a fellowship to facilitate research on New Netherland and on the Dutch Colonial Atlantic World. The holder of this fellowship will spend up to a year in Albany, New York, working in the rich collections of the New Netherland Institute and the New York State Archives. (Note: This program is separate from the fellowship listed on the New Netherland Institutes website. The Quinn-Archives Fellowship Program has different guidelines and deadlines and is not in addition to the Quinn program listed on the New Netherland Institutes website.) For further information and applications, send an email message to hackmanres@mail.nysed.gov or visit *www.nysarchivestrust.org.*

American Antiquarian Society
Academic Research Fellowships

The American Antiquarian Society offers long-term visiting academic research fellowships tenable for four to twelve months each year. All awards are for a period of residence to use the AAS library's resources for research and writing. The following long-term awards are intended for scholars beyond the doctorate. The American Antiquarian Society offers short-term visiting academic research fellowships tenable for one to three months each year. AAS also offers long-term fellowships, intended for scholars beyond the doctorate. Short-term fellowships are also available for scholars holding the Ph.D. and for doctoral candidates engaged in dissertation research. Visit *www.americanantiquarian.org/fellowships.htm* for more information.

OFFERS OF EMPLOYMENT

Tenure-Track Position
Race and Ethnic Studies
University of Redlands
Review of applications begins on 17 November 2006

The College of Arts and Sciences at the University of Redlands invites applications for a full-time, tenure-track position (open rank) in the Race and Ethnic Studies Program (REST). We seek applicants whose areas of specialization include: the comparative study of race and racialization in national and transnational contexts; interdisciplinary research methods; connections between comparative and interdisciplinary study and practices for social change; and the study of intersections between race and forms of stratification, such as gender, class, and sexuality. Responsibilities include: teaching upper and lower division REST courses; contributing to programs across the College (e.g. teaching courses that meet General Education requirements, courses in the Johnston Center for Integrated Studies, and offering community-service learning opportunities); advising majors and minors in REST; and engaging in an active research program. Full-time teaching load is 6 courses per year. Applicants should have a Ph.D. or terminal degree in hand by the time of appointment (Fall 2007).

The university is also developing a strong urban studies faculty located in multiple departments. It is hoped that the successful candidate will complement research in both the American Studies Department and among the larger urban studies faculty. Comparative approaches are welcome.

Send a letter of application, curriculum vitae, statement of teaching philosophy, sample course syllabi, sample of professional writing, and three letters of recommendation to:

Keith Osajima, Director of Race and Ethnic Studies
1200 East Colton Avenue
Redlands, CA 92373

Distinguished Fellowship in American Studies
Princeton University
Review of applications begins on 15 November 2006

The Princeton Program in American Studies, founded in 1943, sponsors teaching, research, and public discussion about the history, literature, art, and culture of the United States, in ways that span the traditional disciplines. The Anschutz Distinguished Fellowship, created through an endowment by the Anschutz family, will be awarded in the academic year 2007-08 to a writer, critic, journalist, musician, artist, or other contributor to the arts, letters, public service, or commerce. The fellowship holder need not be an academic scholar. The Anschutz Fellow is expected to teach one interdisciplinary undergraduate seminar course for the American Studies Program either in the fall or the spring semester. The seminar will be composed of no more than 15 students, and it will meet for three hours weekly over a 12 week teaching semester. The Fellow will also deliver one public lecture to the University. The Fellow will enjoy full access to Firestone Library and to a wide range of activities throughout the University. A computer-equipped office on campus will be provided for the semester.

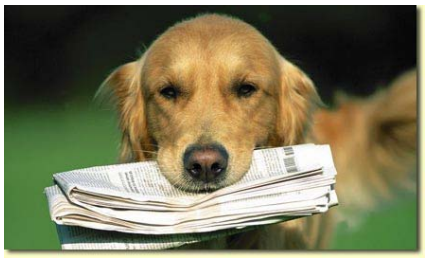
A Fellow who elects to reside on campus will receive a salary of $50,000, plus benefits. A Fellow who elects to commute from elsewhere will receive $32,000, plus benefits.

Applicants should submit a curriculum vitae and a statement of approximately 1,000 words describing their proposed seminar and public lecture to:

Hendrik Hartog, Director, Program in American Studies
42 McCosh Hall
Princeton University
Princeton, New Jersey 08544
Alternatively, cv and statement may be submitted as e-mail attachments to jferszt@princeton.edu.

For additional information, please visit:
http://web.princeton.edu/sites/amstudies/
or call (609) 258-4710.

American Studies Newsmakers



Amy Rubens (English) recently received a College of Arts & Sciences Fall 2006 Travel Award. The funds will cover her traveling expenses to the Midwest Modern Language Association where she will present "Phantoms and Snakebites: Excavating Syphilis in *Home to Harlem* and *Democratic Vistas*" on the American Literature II panel. This paper examines the assumed connection between syphilis and urban environments in the American imaginary and what this relationship reveals about the conception of American sexuality and sociability at the turn of the century.

Professor **Audrey T. McCluskey** (African American & African Diaspora Studies) presented a paper titled, "Was it Something He Said?: Censorship and the Richard Pryor Television Show, 1977," at the annual meeting of the Association for the Study of African American Life and History (ASALH), last month in Atlanta.

Moses Kelly, III (Education) will present "NCLB: A Problem not a Solution for Multicultural Achievement" at the Closing the Achievement Gap Through Partnerships Conference, hosted by the School of Education of the University of Florida (St. Petersburg).

Professor **Ted Striphas** (Communication and Culture) announces the release of the complete contents of *Cultural Studies* 20(2/3), a special issue he and Kembrew McLeod (University of Iowa) co-edited on the politics of intellectual properties. By special agreement with the publisher, the issue can be downloaded free of charge from their websites: *http://www.indiana.edu/~bookworm* *http://www.kembrew.com/academics/research.html.*

In September Professor **Colin Johnson** was appointed Director of Undergraduate Studies in the Department of Gender Studies. Later that month he delivered a talk entitled "The Presumption of Feminism" at the graduate student organized Feminist Pedagogy and Historical Instruction conference here at IUB. In October, he was an invited lecturer at the "Subaltern Citizens and the Their Histories" conference sponsored by Emory University's Institute for Comparative International Studies. His lecture will be included in a forthcoming volume by the same name, the newest addition to the well known Subaltern Studies Reader series.

During the 2006-2007 academic year, Professor **Richard B. Miller** (Religious Studies) will lead a new interdisciplinary faculty seminar at the Poynter Center, titled "Memory, Ethics, Aesthetics, Politics." He has recently published "On Medicine, Culture, and Children's Basic Interests: A Reply to Three Critics," in the *Journal of Religious Ethics* [34 (March 2006): 177-89] and "Intelligent Design, Science Education and Public Reason" (through a Poynter Center collaboration with Robert H. Crouch and Lisa H. Sideris), available at poynter.indiana.edu/science.shtml. He presented "Beyond Madness and Self-Deception after 9/11: Memory, Witness, Lamentation" at St. Olaf College in March and "Theological and Ethical Reasons for Respecting 'Public Reason' in Teaching Religion" at Ball State University in April. This month, he will present "Our Duties and Debts to Children" at the McDowell Conference on Philosophy and Social Policy at American University and "On the Ethics of Memory and Grief" at Notre Dame University.
He has also received a New Frontiers Grant from the Office of the Vice-Provost of Research to sponsor four half-day seminars on "Privacy Public: Ethics, Privacy, and the Technology of Public Surveillance" during the 2006-2007 academic year.

Please share your news, personal or professional, with us at any time. Email the editor at cyaudes or the Program at amst.

We're on the Web!
www.indiana.edu/~amst/

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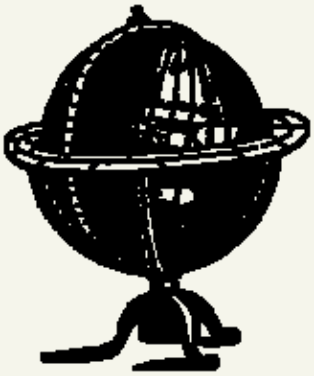

Credentials Please! The Value of an American Studies Degree

A core tenet of American Studies as an intellectual field and academic discipline is its willingness to be candidly introspective. Some scholars see this as a source of strength, making the field flexible and responsive to the evolving world around it; other critics see it as a weakness, making the field fickle and lacking in rigorous scholarly traditions.

This debate has spurred the creation of an American Studies Association committee to give ongoing consideration to how the parameters of the argument might affect public and professional recognition of an American Studies graduate degree. The solicited responses to this query from chairs of doctoral training programs, students and public practitioners were organized into a report that appeared in this month's *ASA Newsletter*. I thought its conclusions important enough to be paraphrased here.

The respondents, first, agreed that what characterizes the essential components of a graduate degree in American Studies have changed, and continue to change, over time. The core skills range from training in the classic literature and canonical methods of the field to familiarity with keywords like "multiculturalism" and "internationalism" to a "sensitive delimiting of the historical disposition of this nation at home and abroad". It seems clear from these comments that the process of credentialing in American Studies is a dialectical process that involves building up knowledge, tearing it down and reconstructing it yet again. The question remains, however, whether fluidity has a negative or positive affect on the value of the degree.

This question was addressed by individuals who provided the committee with examples of the application of their American Studies degrees in both academic and public arenas. They suggested that this fluidity has been interpreted by their potential employers as facility with the methods and approaches of many different disciplines—including art, popular culture, historic preservation, history, literature, social sciences and humanities—and the ability to shape seemingly mundane topics into meaningful cultural analyses with scholarly importance.

While these participants on the ASA special committee might have raised more questions about the value of an American Studies degree than they answered, there is, nevertheless, some reassurance that those of us currently on the job market might take away from their efforts: "There is," they conclude, "a good fit between educational training in American Studies and the world at large."