

An abstract painting featuring a central figure with a large, dark purple shadow cast behind them onto a bright yellow wall. The figure is composed of various colors including blue, green, pink, and white, with a face that has blue and green tones. The figure's legs are spread apart, and there are red and green streaks on the floor. The overall style is expressive and modern.

Vol: 2020

The Updater

**Brought to you by the
Program in American Studies
at DePaul University**

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Message from AMS Director Amy M. Tyson

In Autumn 2019 American Studies seniors presented their works-in-progress senior capstone projects to an audience of faculty, alumni, peers, partners, and proud parents. Collectively, these students presented on topics related to racial justice, class privilege, gender nonconformity, sexualized cultural institutions, and community building among marginalized women. But for as diverse as their interests are, AMS students tend to be united in what draws them to the program. In this newsletter, AMS Senior Riley Stetler sums up a feeling echoed among his peers, that what drew him to American Studies was “the opportunity to pursue all of [his] interests in an interdisciplinary way.”

Interdisciplinary scholarship is at the heart of what we do. Each year, the American Studies Program has the distinct honor of recognizing excellent interdisciplinary undergraduate scholarship through the Richard deCordova Scholarship competition. As stated in the University’s Scholarship Connect website, the American Studies Program “sponsors the Richard deCordova Scholarship competition to honor and celebrate our late, beloved colleague, a founding member of the American Studies Program, and one of the Program’s most loyal supporters.” Two prior winners of the award are featured in this edition of The Updater: American Studies alumna **Ruby Oram** (page 6) and **Clelia Sweeney** (page 7). This year’s prize was awarded to English major



and senior **Ryan Ziencina** for his essay, “The Phantom Niche: Emily Dickinson, Daguerreotypy, Sexuality.” The American Studies Awards Committee found Ryan’s essay both “shrewd and thoughtful” and appreciated his insights into the historical entanglements of technology, culture, and gender. Ryan wrote this essay under the supervision of AMS Program Faculty, **Prof. Marcy Dinius**.

The competition for the deCordova Scholarship was stiff this year, and so, the committee was pleased also to award three honorable mentions in recognition of other outstanding examples of interdisciplinary research. The honorable mentions went to **Liz Cassidy** for her essay, “Cayenne and Controversy: Culinary

Justice in African American Food-ways”; **Maria Zoll**, for her essay analyzing the sheet music and popular songs of the American Civil War; and **Ally Marcella**, for her essay on “John Quincy Adams and Musical Elitism.” Incidentally, both Ally and Liz are American Studies majors and Maria is an American Studies minor. Look for a profile on Liz on page 2 of this newsletter; and one on Ally on page 5.

I’m really so proud of all that our students have done and continue to do. These past six years as American Studies Program Director have been so fulfilling because of the many opportunities I’ve had to work so closely with such diverse and divergent thinkers. And while July 2020 will mark the end of my term as Program Director, I look forward to being part of the AMS community for many years to come.

*This newsletter was brought to you largely through the efforts of student assistant and journalism major,
Hannah Boardman.*

Prof. Allison McCracken, and Prof. Amy Tyson collaborated with Hannah for editing and production, but Hannah did the lion’s share.

Thanks also to contributing authors Maggie Sorensen and Jaime Hovey, as well as to the students and alums who lent their time for interviews.

Meet the Seniors: Perspectives

Liz Cassidy



Liz Cassidy chose American Studies because she loved that she could mold the major to her interests. Liz has also been an American Studies Student Assistant for the past few years. Her favorite class of her American Studies experience has been the AMS 301 Senior Capstone class, where she got to spend time with her fellow AMS classmates and deeply research a topic she was interested in. She chose her capstone project, entitled “Cayenne & Controversy: Culinary Justice in African American Foodways,” because she loves hot chicken and wanted to explore the history behind it. Liz plans to continue her education in law school after graduation.

Gin To



Gin To is an international student from Vietnam with three minors in creative writing, theater, and Global Asian Studies. She chose American Studies because the major was broad and allowed her to pursue her multiple interests at the same time. She remembers reading *The Brief and Wondrous Life of Oscar Wao* in AMS 201, and, as she says, “for the first time I was able to enjoy a book that was clearly not written for me, with so many layers.” Her favorite AMS class was Introduction to Queer Theory, which allowed her to learn and apply research techniques outside of the classroom. After graduation Gin plans to apply for jobs that offer her new experiences and challenges.

Maggie Sorensen



Maggie Sorensen first decided to check out American Studies during “one of several identity crises.” She was hooked by AMS 201 Critical American Studies with Prof. Amy Tyson, which she says challenged her academically in “ways I can’t begin to explain.” She distinctly remembers taking the History of Sex in America with Prof. Allison McCracken, and notes the ways the class affected her critical thinking skills and moved her to rethink historical narratives. Sorensen’s senior capstone project, “What Are All the Naked People Teaching Me?: The Art Institute of Chicago as a Sex Museum,” was inspired by her interests in American sexuality and museum studies. After graduation Sorensen plans to explore her interest in the museum field by interning and volunteering at a variety of places.

from the Class of 2019-2020

Katie O'Reilly



When Katie O'Reilly was deciding majors, she had trouble choosing between her two interests of American politics and media. Then, along came American Studies which allowed her to pursue both under one major. One of her favorite classes from her American Studies experience has been African American History from 1800-1900, which “changed [her] perspective of how history should be taught in classes, and how my Euro-centric education up to date very mindfully left out details of white-supremacist terror in America.” She also loved AMS 201: Critical American Studies with Prof. Amy Tyson. During her Senior Capstone, Katie had a chance to study in depth her love of American media, with her project “What's The Deal With Codependency? Male Closeness in '90s Sitcoms.” After graduation Katie hopes to move to Amsterdam, or continue working with the IO Theater in Chicago.

Graham Nilles



Graham Nilles loved the history classes he has taken for American Studies over the past few years; he chose this major because of its broadness and variety of possibilities. His favorite class has been AMS 386, Advanced Topics in American Pop Culture: Writing Television Criticisms, which centered on the show *Unreal*, a fictionalized reality TV show. He enjoyed it because he, “never expected to analyze a fictional show about *The Bachelor* in college, but it proved to be very interesting.” Graham has also enjoyed getting to know his classmates throughout his time in American Studies, especially in the Senior Capstone class. For his capstone, Graham presented “To Love an Asphalt Cowboy: The Lives of Truckers' Wives,” which focused on a Facebook group for the wives of semi-truck drivers. After graduation Graham plans to move back to Cambodia—where he previously worked as a legal intern—and work with Pro Bono and Advisory Law groups.

Riley Stelter



Riley Stelter moved to a major in American studies from communications because AMS allowed him the opportunity to pursue all of his interests in an interdisciplinary way. His favorite class has been ABD 208, African America: Ideas, Peoples, Cultures, and Movements, which focused on the ways in which black scholars approached black liberation throughout the last century. “Each black scholar has their own way of approaching black liberation, and I thought studying that in the class was pretty fascinating,” said Riley. Riley will be doing an independent study to complete his capstone requirement. After graduation, he hopes to get a job in the entertainment industry that allows him to combine his interests in entertainment and politics or sports. He plans to either stay in Chicago or move back to LA, where he is originally from. One day, he hopes to live and work in New York City.

AMS Interns: Making a

Jorey Dvorak, Share our Spare

By Hannah Boardman

Jorey Dvorak, a recent American Studies graduate (AUT 2019), was frantically looking for an internship in the spring of 2019, her final year at DePaul. She found out about Share Our Spare's internship program through Women's and Gender Studies professor Beth Catlett. As the first DePaul intern for the non-profit, Jorey excelled in the position through the summer of 2019, and at the end of her internship she was offered a permanent position.

Jorey is now the program coordinator for Share our Spare. Share our Spare is a non-profit organization in Chicago that collects and donates baby items for underprivileged families. Since its founding in 2011, Share our Spare has collected over 1 million children's items to give to families in need. Once items are donated to the non-profit, they are distributed to social workers or directly to families depending on the need.

Jorey was originally hired as an "engagement intern," which meant she helped organize pickups with social work agencies, coordinated volunteer groups, and worked on other projects. With only two full time staff members at the time, Jorey took on a little bit of everything: "If people came in with donations I would talk to them, take the donation, have them fill out the forms. I was also involved in volunteer experiences; we try to have three or four volunteer groups every week. That involved prepping for the event, running the presentation, all of that."

Volunteer groups normally include corporate team bonding, church groups, school groups, and other organizations. Volunteers often sort donations and help with small tasks around the warehouse. While coordinating volunteers—a sometimes arduous task—Jorey remembers an email she got from one volunteer that made a big impression on her: "This little girl came in and volunteered and then she emailed me and said 'I had a really nice time' after I had this terrible day where all these groups were frustrating, and this little girl reignited why I do my job."

One task that Jorey took the initiative on was creating a "gear request" list, which allows social workers to ask for special items they needed for their families. These can be anything from high chairs to clothes to strollers, and anything in between: "Kids' stuff is large and we have a pretty small warehouse space," said Jorey. "We live in a city, and social workers have tiny Honda Civics, so they can't really fit high chairs that don't fold down—you can only fit like one of those in your car if you clear everything out. We started this gear request list where [social workers] can put in requests for specific items."

Jorey was able to apply many of the aspects of her American Studies education in her internship through her work with underserved populations. For example, in American Studies she learned the importance of not telling anyone else's stories, and letting them speak for themselves: "All of the training in

American Studies [taught me that] going into these populations, you are privileged in the sense that they are letting you [into their communities], never to take advantage of that, and never to assume that you know what's best for them. It's a very important part of my job."

Although the internship was originally supposed to last only three months, she was able to extend it through the summer for more credit through DePaul. At the same time, Jorey began working extra paid hours beyond the internship. When the nonprofit began talking about hiring a program coordinator, Jorey made her interest known and ultimately got the job: "I very luckily came into the organization at a time of huge growth. I saw that...and so I made it known to my bosses that I was graduating in November. I tried to work really hard, and I think they saw that."

To other American Studies students looking for or starting an internship Jorey encourages them to take advantage of the opportunity: "When I started my internship, I had no expectations of getting a job out of it. Try to voice that you have ideas, the worst that they could always do is say no. The reality is, if you don't come into it expecting a job at the end, the worst is that you did a job for ten weeks and they said no and you got work experience and you got practice voicing your opinion."

difference, on the ground.

Ally Marcella, RepresentUs

By: Hannah Boardman

Ally Marcella is a junior in the American Studies program with a double major in Music. During the summer 2019, she interned with RepresentUs, an anti-corruption non-profit based in Northampton, Massachusetts. She worked closely with the political team, allowing her to gain real world experience with reform campaigns. She found that both the skills she developed in American Studies through her Politics, Institutions, and Values concentration, and her passion for politics helped her along the way, allowing her to connect the dots between her education and the real world.

RepresentUs is a national, non-partisan non-profit that works with campaigns in all regions to get rid of corruption in politics. Among other policy goals, they aim to fight corruption by restoring voter rights through abolishing gerrymandering and fixing the influential role large donors play in US elections. According to their website represent.us, they have helped to pass a total of 113 anti-corruption acts and resolutions all over the country. Rather than working with partisan political campaigns, RepresentUs works with anti-corruption campaigns that work toward achieving these goals on the local and state levels. They are funded by public donors and grants, rather than “hired” by the campaigns they work with.

“RepresentUs helps [corruption reform] campaigns around the country [that are] focused on ethics, democracy reform, campaign fi-

nance reform, redistricting reform, and anti-corruption measure with resources,” said Ally.

Ally came upon this opportunity through one of her previous internships with Clean Missouri, a similar organization that specifically focuses on Missouri’s state politics. Clean Missouri made her realize she was passionate about anti-corruption efforts at the state-level, yet she was still interested to discover more about national efforts. After briefly working with RepresentUs during her Clean Missouri internship, she knew she wanted to apply.

Throughout her experience, Ally found that every day was different, yet research was a common theme no matter what she was working on: “I did a lot of research on anti-corruption campaigns across the country, filling out initial intake rubrics that included key players, potential opponents, potential supporters, context and history of the issue in that area, and coming up with questions to fill in any gaps.” Ally also worked on a number of projects she found gratifying, including RepresentUs’s Campaign Accelerator. The Campaign Accelerator helps reform policy campaigns from across the country by providing them with resources like voter outreach and training.

“The most rewarding experience was probably when I finished my large project of creating five new Campaign Accelerator services by organizing across departments at RepresentUs and figuring out how to streamline the process of campaign requests to

development. These included things like custom logos, providing text banking slots for campaigns, and virtual communications trainings.”

During her experience, Ally also found that there were numerous ways in which her background in American Studies helped her: “AMS helped prepare me for my internship because it encourages critical thinking and helped me develop strong research skills that I used every day. It helped me understand how to approach the question of why these issues are important and why they resonate with people rather than simply relying on the issue [itself].”

Reflecting on her experiences as an intern with RepresentUs, Ally finds that she came away with a lot of valuable real world experience and insight into the political world. She was able to see the way her work made an impact on the non-profit, and in turn how the non-profit made a difference in the political sector: “Working directly with the political team every day and seeing how they made decisions to support campaigns was also incredibly valuable, to see how they used intake research on campaigns to make a difference on the ground.”

*Do you have an internship lined up?
Contact your American Studies advisor to see how you might earn college credit. Enrolling in AMS 392 is an option that fulfills Experiential Learning credit.*

Alumni Spotlight: Ruby Oram



By Maggie Sorensen

Q: What have you been up to?

A lot! My senior year at DePaul, I interned at the Chicago Architecture Foundation (now the Chicago Architecture Center) and I helped organize this annual architecture festival called “Open House Chicago.” It’s essentially one weekend out of the year in October where hundreds of buildings all over the city open their doors to the public and you get to tour them for free. I then ended up working for them the next year after I left DePaul, putting together this Open House Chicago event. I knew I wanted to go to grad school, but working for the Chicago Architecture Foundation and a public program made me think, “Okay what are some other ways that I can be a historian, or an academic or a scholar in a nontraditional way? How can you use the skills of a historian and an academic in a way that is also more relevant and engaging to a larger audience?”

Working for the Chicago Architecture Foundation emphasized these types of questions and got me interested in the field of public history. I took a year in between getting my PhD and being

here. My year off I worked part time for the Chicago Architecture Foundation, part time bartending and part time looking into interdisciplinary graduate programs to prepare me to be a historian in untraditional ways.

I am currently pursuing my PhD at Loyola University Chicago in both United States History and Public History. I’ve been recently working on my dissertation which covers vocational schools for women and girls in Chicago during the 1880s. Basically, my project looks at the ways in which women were trying to reform vocational programs for girls, which is largely overlooked. I am arguing that women were not only active in reform during this era, but actually started some of the first programs, as well as how vocational education isn’t really just preparing students for work, it’s about preparing students for specific social roles.

Q: How has your American Studies education at DePaul played a role in your post-graduation life?

I feel like I have so many answers to this! I think that my education at DePaul made me want to pursue an untraditional path as a historian; to embrace an interdisciplinary way of being a scholar. I think if I had been a traditional art history major or history major, I would not have seen all of the other possibilities or ways to study culture, media, and objects and the built environment. It’s a program that trains you to think about the past and culture in different ways. I also think that the AMS department emphasizes accessible writing in a way that I still think about a lot. In all of my AMS courses, I was asked to write for the

general public and to not use a bunch of jargon, which is central. How what I’m doing is useful for the public or a larger audience is a question I ask myself a lot and something I have taken from the AMS program.

Q: If you could retake a course that formed part of your American Studies experience today, which would it be, and why?

Okay there would be two. I really liked the material culture seminar taught by John Burton. We were able to do material culture analysis. I think the idea of getting an object to tell you about history is really cool, which inspired my Senior Capstone project in what was my second favorite class. I loved the Senior Capstone. I loved it because I feel that this is what made me like “Yes I want to get a PhD,” and I love classes that tell you to just do a research project. I wrote a history of how the mantel mirror functioned in a Victorian parlor. I argued that all of these Americans in the 1880s and 1890s who were upper middle class or gaining status in the industrial economy had these giant mantel mirrors over their fireplace as a way for them to reflect all of their new consumer luxuries as well as highlight their new wealth in the capitalist society.

Editors’ Notes: (1) Ruby Oram’s AMS Senior Capstone Paper “The Victorian Mantel Mirror: Decorative Abundance in the Middle Class Parlour” won the 2012 DeCordova writing award and has been frequently used in subsequent AMS Senior Capstone classes as an excellent model essay. (2) Just as this newsletter was going to press, Ruby accepted an offer to join the History Department at Texas State University where she’ll teach US history and public history. We are so proud!

Alumni Updates

Noah Barth



Noah Barth (AMS, class of 2017) is "over the moon!" to announce that they have been hired as an Associate Exhibit Developer at the Minnesota Historical Society (<http://www.mnhs.org/>). The position is an ideal fit for Noah, enabling them to have a hand in every part of the exhibit process (design, copy, objects, research, etc.). It represents the culmination of their passion for public history from their early days at DePaul, where, in addition to their coursework, they volunteered for many years at the famous Chicago' Leather Archives and Museum eventually working as a part-time archivist. Their experience at LA &M became the subject of their American Studies Senior Thesis, in which they interrogated the archival methods they employed as an archive processor there. After graduating from DePaul as an

American Studies Major and Communication Minor, Noah focused their graduate work in public history and went on to receive their MA in Heritage Studies and Public History at the University of Minnesota. You can read more about Noah's career at DePaul and their many community activities in the April 2017 newsletter, available online, where they were profiled.

Clelia Sweeny

Clelia Sweeney, class of 2015, is delighted to announce that she will soon be starting her MS Library and Information Sciences at the University of Illinois at Urbana-Champaign (a program considered "the #1 program of its kind" in the country, according to U.S. News and World Report rankings). Clelia was an excellent AMS major, honored as Outstanding Student and twice awarded the DeCordova writing award. You can read more about her in her profile in this newsletter from March 2015 (archives are online). We're so happy for Clelia and wish her the best of luck on this new journey!

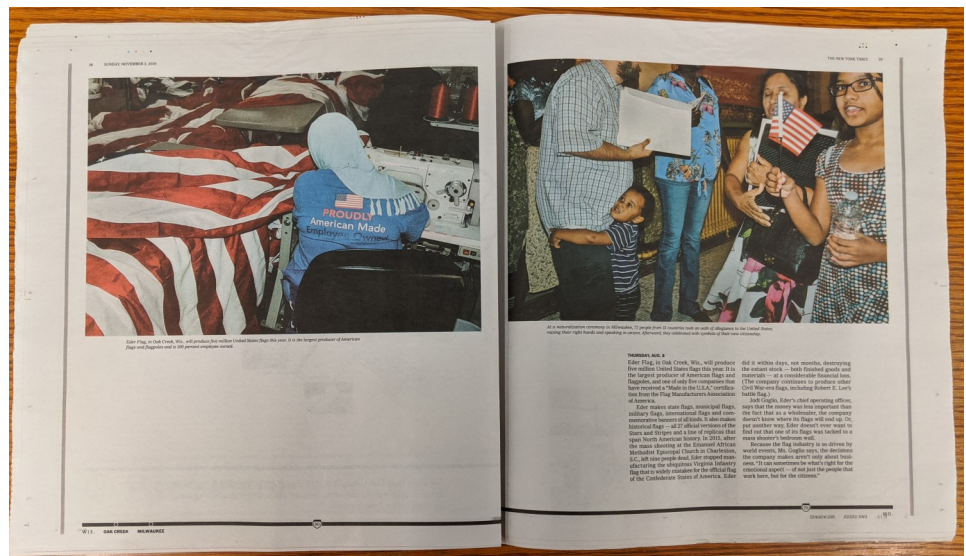
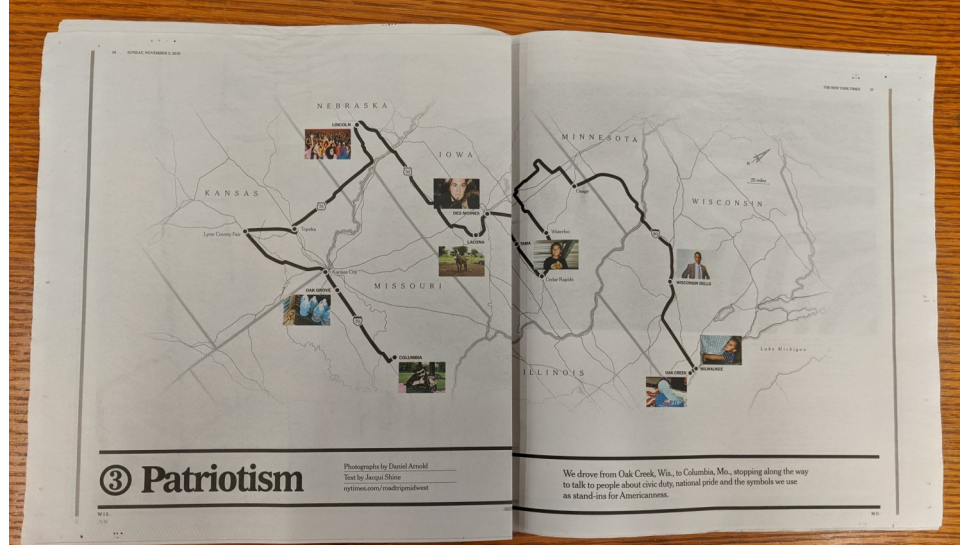


Jacqui Shine's "What Makes a Person Patriotic?"



In October 2019, American Studies adjunct professor Jacqui Shine, a frequent contributor to *The New York Times*, published a new article in its Style section entitled, “What Makes a Person Patriotic?”

The piece was part of the larger *Times* series based around the question, “What does America look like now?” which included four separate articles on patriotism, tradition, community and youth. In search of “patriotism,” Shine visited a variety of places in the Midwest, including Wisconsin Dells and a Missouri gun club. Although all of these places were unique, she had a clear favorite: “Visiting Coyote Run Farm in Lacona, Iowa, about an hour southeast of Des Moines, was a highlight of the trip for me. Matt Russell, who owns the farm with his husband Patrick Standley, is a really wonderful person, and his commitment to his vision for a better world is inspiring and moving. Matt and Pat made us feel welcome in their home and their heirloom tomatoes were the first fresh vegetable I’d eaten in several days.”



Above: Shine, with a bag of toiletries she had collected during her time on the road & images of the print version of the NYT Style section open to the Patriotism spread .

Right: Interested in reading the article? Scan the QR code to check out the piece on ny-times.com



AMS Adjunct Instructors

Q and A with Jaime Hovey



Q: *What classes have you taught at DePaul?*

I have taught many courses at DePaul, especially classes having to do with sex and gender. These include: Introduction to LGBTQ Studies, Women and the Law, Creating Change, History of Sex in America 1 (Puritans to Victorians), and 2 (Victorians to Present), History of Marriage in the U.S. (Sophomore Multicultural), Stephen King, and Zombie Apocalypse (Focal Point Seminar), among others.

Q: *What is your favorite reading to assign and discuss with students, and why?*

It is hard to pick a favorite reading, but I do love teaching the “SCUM Manifesto” because its author Valerie Solanis is so out there, so freewheeling and rhetorical, that students debating the value of her radical and hilarious prose end up discussing their own criteria for effective political writing. I also love teaching Richard Matheson’s *I Am Legend*, because the Cold Warrior narrator we readers are supposed to care about ends up [spoiler alert!] being the bad person at the end of the story, and that makes us question

many assumptions we may have about gender roles, community, and survival.

Q: *What was your favorite part of writing your book, *A Thousand Words: Portraiture, Style, and Queer Modernism* (Ohio State University Press, 2006)?*

One of the things I liked about writing *A Thousand Words* was learning to believe in my own ideas, which is not something academia necessarily encourages. I wanted to argue that queer writers use “the Gaze” (the idea that we become subjects both by seeing ourselves in the mirror, and by realizing we are being looked at by others) differently to emphasize spectacle, play, and queer community. For psychoanalyst Jacques Lacan, the idea that you can appropriate the Gaze—that you can solicit, control, and play with it—is a delusion, and the subject who believes they can do that is avoiding castration, and avoiding taking up a properly gendered sexual position in society. When I read modernist literature by queer people, however, I saw these writers soliciting the Gaze as an aesthetic gesture, and so I had to figure out what to say about it. Learning to have the confidence to just come out and say “Hey! Queer writers are different, and I’m going to prove it!” was harder than I thought it would be, especially given that it makes so much sense that these writers would be doing this. I had some academic friends who said that I could not argue with Lacan, but others were interested and encouraged me to keep going. Be-

cause of this experience, I try to get students to feel confident noticing things, making observations, and finding support for why the things they notice are important. If you were raised to be silent, to listen, and to question yourself—as many people are, especially if they were born female—it is important to learn to trust yourself, and to listen to your own voice. Many students think they have nothing to contribute, but they are wrong. They just have to believe that what they notice is important.

Q: *Can you tell us a bit about your current research?*

My current project on “virtuous transmasculinity” looks at how the literary and cinematic transmasculine both fashions itself through traditional national and militaristic ideals of chivalry and gallantry, yet also allows a concern with social justice to emerge at the messy site of dysphoria and rupture. The project considers early 20th century literary and film texts by Sigmund Freud, Cecil B. DeMille, Radclyffe Hall, Vita Sackville-West, Enid Bagnold, Alfred Hitchcock, and Daphne du Maurier, among others, as well as contemporary literary, film, and television texts by Jackie Kay, Leslie Feinberg, Kimberly Pierce, Patience Agbabi, Samuel Delaney, and George R.R. Martin.

Jaime Hovey is an American Studies adjunct professor. She will be teaching both History of Sex in America I and II in Spring Quarter 2019 and look out for her History of Sex in America class in Fall 2020.

AMS Program Committee Updates

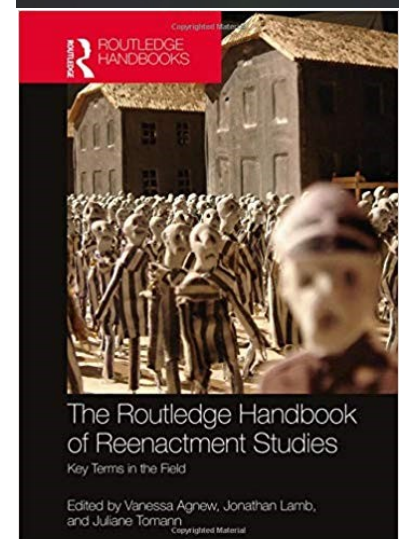
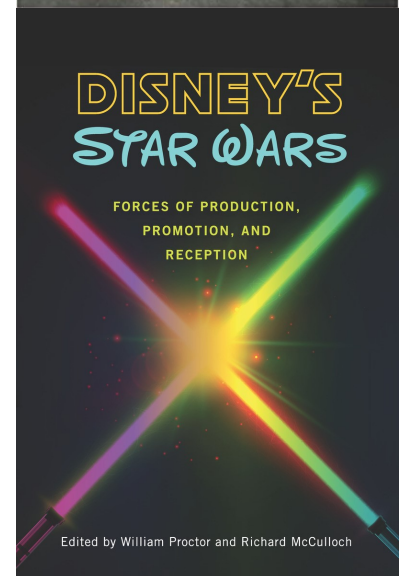
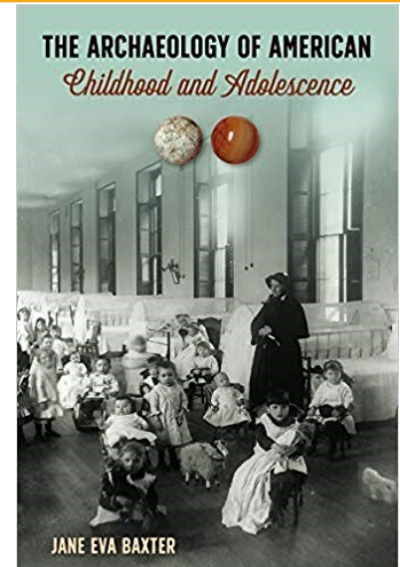
Jane Baxter, Associate Professor of Anthropology, published the book, *The Archaeology of American Childhood and Adolescence* (University Press of Florida, Gainesville. 2019).

Paul Booth, Professor of Communication, gave a keynote talk at the Midwest Popular Culture Association conference called “Going Forward in All Our Beliefs: Regenerating and Revaluing Doctor Who Fandom” in Cincinnati, OH. He also co-authored a book, called *Poaching Politics: Online Communication during the 2016 Presidential Election* (with Amber Davisson, Ashley Hinck, and Aaron Hess) and wrote a book chapter that AMS students might be interested in: “Disney Princess Leia: The Franchise Awakens,” in Disney’s *Star Wars: Forces of Participation & Reception*, edited by Richard McCulloch and William Proctor (Iowa City, IA: University of Iowa Press, 2019.)

John Burton, Associate Professor of History and Chair of the History Department, wrote a book chapter, “Education, race and nation-building in an archipelago: Nineteenth-century Bahamian Out Island schools,” *Nineteenth-Century Childhoods*, Baxter and Ellis, eds. (Oxford: Oxbow Press for the Society for the Study of Childhood in the Past, 2018) 127-138, as well as the “Introduction” to a *Special Issue: Perspectives on 19th-Century Education* guest editors, Jane Baxter and John Burton: *Childhood in the Past: An International Journal*, 11 (May 2018).

Marcy Dinius, Associate Professor of English, co-edited with Sonia Hazard, the *Early American Studies* special issue: “Keywords in Early American Literature and Material Texts” 16.4 (Fall 2018). Hazard and Prof. Dinius also co-authored the Introduction for the issue, and Prof. Dinius authored the entry on “Print.”

Amy Tyson, Associate Professor of History and Director of American Studies recently wrote two op-eds, “100 Years of Suffrage: Get it Right This Time,” Op-Ed in *The Hill*, December 13, 2019 <http://bit.ly/SuffrageVotingRights> and “Prohibition failed, so why are we voluntarily embracing Dry January?” in *The Washington Post*, January 16, 2020, <http://bit.ly/drynuary>. She also published a keyword entry called, “Pageant” in *Routledge Handbook of Reenactment Studies*, ed. Agnew, Tomann, and Lamb (London: Routledge, 2019), a chapter titled “Reenacting and Reimagining” in *Companion to Public History*, edited by Dr. David Dean (Hoboken, NJ: Wiley-Blackwell, 2018) and an article titled “Working to Connect: Oral Histories of Illinois Public Historians at the State Bicentennial,” *Journal of the Illinois State Historical Society: Illinois History—A Bicentennial Appraisal*, Spring/Summer 2018.



AMS Co-Sponsored Events

DePaul Pop Culture Conference

MAY 22, 2020—DePaul will be hosting the 8th annual DePaul Pop Culture Conference! This year the subject is “A Celebration of Superheroes” and will feature guests such as Sarah Kuhn, author of the popular *Heroine Complex* series, and Dr. Fredrick Aldama, Ohio State professor and author of the award-winning book *Latinx Superheroes in Mainstream Comics*. Dr. Paul Booth of the College of Communication, a Program Committee faculty member of American Studies, started the conference in 2012.



Robin DiAngelo

APRIL 13, 2020—Dr. Robin DiAngelo will be giving a talk open to students, staff and faculty. DiAngelo is the author of *White Fragility: Why It's So Hard For People to Talk About Racism* and *What Does it Mean to be White: Developing White Racial Literacy*.

Queer Revolt Conference

APRIL 4, 2020—Now in its second year, the Queer Revolt Conference is an interdisciplinary event for undergraduate and graduate students from all over Chicago. The conference will take place in the DePaul University Student Center on April 4, 2020, from 9:30am-5pm. DePaul students are encouraged to submit their essays for consideration.



Penny Rosenwasser

FEBRUARY 20, 2020—Penny Rosenwasser is the author of *Hope Into Practice: Jewish Women Choosing Justice Despite Our Fears*. Rosenwasser outlined what is and isn't anti-Semitism, how it functions, and how it manifests itself on both ends of the political spectrum in a workshop. This event was presented by the Women's Center.

Ruth Wilson Gilmore

OCTOBER 21, 2019—Dr. Ruth Wilson Gilmore gave a talk titled, “Envisioning Abolition: Social Justice Organizing for Vulnerable Households, Communities, and Workers.” In this lecture Dr. Gilmore discussed prison abolition in relation to a variety of different communities, including criminalized youth, farm workers, and people concerned with environmental justice.

Brightness of Noon Documentary

OCTOBER 16, 2019—*Brightness of Noon* is a documentary focused around the struggles and experiences of religious refugees and undocumented immigrants in the United States. Writer and producer David Vinik was a special guest at the showing, and he attended a panel of faculty, staff, and students facilitated by DePaul.

A Department of African and Black Diaspora Studies Lecture

ENVISIONING ABOLITION:

SOCIAL JUSTICE ORGANIZING FOR VULNERABLE HOUSEHOLDS, COMMUNITIES, AND WORKERS

DR. RUTH WILSON GILMORE

5:30-7PM
CORTELYOU COMMONS
2324 N. FREMONT ST.
Chicago, IL 60614

Refreshments will be served

Co-sponsors: International Studies, Geography, School of Public Service, American Studies, Latino & Latin American Studies, Women's and Gender Studies, the Women's Center, and Critical Ethnic Studies.

Free and open to the public. For more information,

In this talk, Dr. Gilmore will explore how visions of abolition guide and connect organizing across a range of social justice struggles. Examples highlight: environmental justice, public sector labor unions, farm workers, undocumented households, criminalized youth, and community based approaches to prevent and resolve gender and interpersonal violence. The vivid stories show that abolition is a practical program for urgent change based on the needs, talents, and dreams of vulnerable people.

OCTOBER 21ST, 2019

Class of 2019-2020



Thursday | November 14 | 5-6:45

Elizabeth Cassidy

"Cayenne and Controversy: Culinary Justice in African American Foodways"

Gin To

"Doing Auto-ethnography as a Vietnamese International Student"

Katie O'Reilly

"What's the deal with Codependency? Male Closeness in 90s Sitcoms"

Maggie Sorensen

"What are all the naked people teaching me? The Art Institute of Chicago as a Sex Museum"

Graham Nilles

"To Love an Asphalt Cowboy: The Lives of Truckers Wives"

Senior Capstone Presentations



Above: AMS majors take AMS 301: Senior Capstone Autumn Quarter of their senior year, and present their capstone projects in a public presentation toward the end of the quarter. After their capstone presentations, Professor Jacqui Shine presented students with USA Olympic gymnast Kerri Strug cutouts as a symbol of their hard work and determination. *Left to right:* Liz Cassidy, Gin To, Katie O'Reilly, Maggie Sorensen, Graham Nilles, and Jacqui Shine.

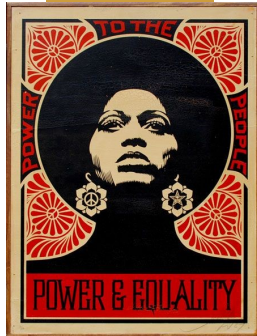


Right: After the presentations, students, families, and professors adjourned to local restaurant, Range, to celebrate.

Looking for a major you can design, that speaks to your passions? Consider the Program in American Studies.

Mission Statement

The Program in American Studies engages students in critical interdisciplinary inquiry of American Society and cultures. Trained to apply methods and theories drawn from the humanities and social sciences to a range of sources (digital, historical, literary, material, oral, textual, visual). American Studies students cultivate skills in critical thinking, clear writing, collaborative feedback, and public speaking. Courses in American Studies train students to situate their studies within historic contexts, to work within multi-cultural frameworks, and to reflect on the problems/issues raised in the classroom as they engage in the world outside. Through core class research projects and the senior capstone, the Program in American Studies prepares its students to be lifelong, independent learners.



Program Requirements

The American Studies major requires thirteen courses.

- Three core courses: **AMS 201** (Critical American Studies); **HST 298** (Intro to Historical Methods and Sources); and a pre-approved research method/theory course from outside AMS (see Catalog for details).
- The senior capstone: **AMS 301**
- **Six courses** from one of five concentrations. * * *
- **Three elective** courses on U.S. topics.

Concentrations * * *

In consultation with AMS program faculty, students design a course of study within five broadly drawn concentration areas: Popular Culture and Media Studies; Social and Literary Movements; Politics, Institutions and Values; Race and Ethnic Studies; and Material Culture and the Built Environment. Courses may originate within the AMS program, or be drawn from other programs and departments.

Why American Studies?

American Studies allows students the freedom and flexibility to combine course work from a variety of disciplines and to design a plan of study that fits their individual interests.

The American Studies program also makes **double majoring** an especially attractive option for students because they can **double count** several courses for both majors. American Studies students receive individual attention and mentoring from program faculty, who work closely with majors to develop their courses of study and help them plan their post-graduate careers. **We also have a six-course interdisciplinary minor.**

Post-graduation options?

American Studies graduates are highly sought after by graduate programs, law schools, and a wide variety of professions. About a third of our graduates go directly into the workforce, where they are currently employed by educational institutions, museums, political organizations, public service organizations (AmeriCorps, Teach for America, Peace Corps, etc.) & a variety of businesses. Recent program alumni also have done graduate work in a variety of disciplines, including American Studies, Media Studies, Journalism, History, Library Science, and Material Culture Studies; their institutions of study include University of Texas-Austin, University of California-Santa Cruz, University of California-Los Angeles, Winterthur Program in American Material Culture, University of Chicago, and University of Minnesota. Recent graduates of our program have also attended law schools such as Cornell, Northwestern, the University of Southern California, Kent, Marquette, Michigan State and DePaul.

DePaul University
American Studies Program
2320 North Kenmore
Avenue
Schmitt Academic Center
5th floor

