

DePaul American Studies

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Newsletter Notes, Dr. Amy Tyson

Fresh from newsletter editor Cindy Marrero-Ramos' desktop are three new interviews. Our faculty profile features **Dr. Marcy Dinius**, Associate Professor of English who has been a member of the American Studies Program Committee for several years now, and regularly teaches 19th century American literature courses that often focus on slavery, race, and gender. Graduating American Studies major **Dan Potts** describes his experiences as a Media and Popular Culture Concentrator in American Studies. And finally, American Studies alumnus **Drew Boyko** '11 describes his journey from Chicago bike messenger to Assistant City Attorney for the City of Montrose in Colorado.

On Monday October 24, American Studies was proud to co-sponsor "Veterans Spat On, Called 'Baby Killers': The Mythical Imagery of America's Lost War in Vietnam," a talk by Professor **Jerry Lembcke**, College of the Holy Cross. Lembcke's talk is profiled by American Studies major **Dan Potts** on the final page of the newsletter. Students interested in further study about the meanings and myths of the Vietnam War can look forward to the popular American Studies course "**Politics and History of the Vietnam War**," which will be offered Tuesday evenings this spring quarter, and will be taught by Vietnam veteran and DePaul Professor Emeritus **James Brask**.

Did you complete an American Studies paper or project this past year of which you are particularly proud? If so, the annual Richard deCordova Scholarship competition will be open for online submissions January 6 through February 5 (depaul.academicworks.com). All papers or projects in U. S. American Studies or U. S. film studies by currently enrolled DePaul undergraduates are eligible for the scholarship. Projects are judged on adequate documentation, originality, interdisciplinary commitment, clarity of reasoning, and clarity of writing. The scholarship honors and celebrates **Richard deCordova**, our late, beloved colleague, a founding member of the American Studies Program, and one of the Program's most loyal supporters.

Sadly, another beloved colleague of our American Studies Program passed away on November 11, **Carol Klimick Cyganowski**—a former Director of AMS (pictured right), as well as an Associate Professor of English. Because she was an ardent supporter of Chicago theater, the Carol Klimick Cyganowski Gift Legacy Fund has been established to benefit the [The Gift Theatre](http://thegifttheatre.org)—a Chicago company that was, as her former colleagues and friends **Liz Coughlin**, **Victoria Shannon**, **Brenda Kilianski** have noted, "very close to [Carol's] heart and her ideal of what Chicago theatre should be."



To donate online or by mail go to <http://thegifttheatre.org/support>
All donations are tax-deductible and will go directly to Gift Theater in Carol's name.

-Amy M. Tyson, Ph.D.
Director, American Studies Program
Associate Professor, History

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November 16' AMS Newsletter

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AMS Affiliated Faculty: Dr. Marcy Dinius



Dr. Marcy Dinius
Associate Professor
Department of English

Dr. Marcy Dinius, Associate Professor in the English Department, engages in literary research emerging from the intersections of African American literature and visual culture in the 19th century. She is originally from the West Coast and went to high school in the Los Angeles suburbs, but has lived in the Midwest for most of her life. She completed her undergraduate studies at Notre Dame, and felt most at home in their rigorous English Department.

Dr. Dinius has always been interested in American Literature and her research is anchored in American history, society, and culture. As an undergraduate, she also majored in French because she wanted to strengthen her understanding of American culture by comparing it to others. She found it productive to find similarities and differences between the two. Yet, she knew that if she was going to settle down and study long-term, she would focus on American Literature in the 19th Century. She did not always know she wanted to be a professor, and considered pursuing medicine or law, until the idea dawned on her one day sitting in class.

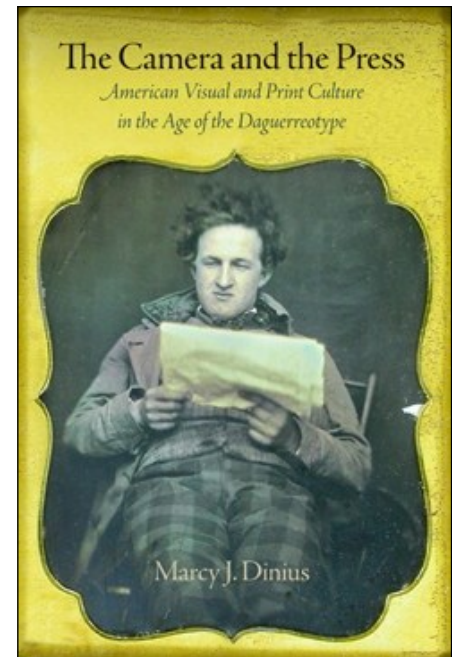
My English class happened to be guest-taught by a newly hired professor, so I literally saw someone becoming a professor and it had never occurred to me that people became professors. I just thought that people were professors. So I saw this happening in front of me and thought, "well I could do that, I would love to do that," because I figured out that it meant you always had to learn. You have to keep learning.

When Dr. Dinius was at Notre Dame, the traditional literary canon of white male authors was still dominant throughout her courses, but the canon had really begun to open. She was able to read queer theory, texts by women authors, and African American literature. Once she encountered African American literature, she immediately recognized the urgency of focusing on the genre. After graduation, Dr. Dinius went straight into a Ph.D. program in English at Northwestern University, where her research interests started to flourish. After finishing her Ph.D., she was a visiting Assistant Professor at Northwestern for two years, and then she started a Mellon Postdoctoral Fellowship through the Humanities Forum at the University of Pennsylvania, which allowed her to start working on her book. The Humanities Forum, a program hosted at the University of Pennsylvania that provides a space for interdisciplinary exchange through cultural programs, fellowships, and seminars, focused that year's theme on "the working image." This forum allowed Dr. Dinius to talk to a number of scholars who were engaging with similar topics and advance her own thinking.

I was fortunate enough to get a job right after the Postdoc at the University of Delaware as an Assistant Professor. Then it was off to the races. I had to write a book.

Her first book, *The Camera and the Press: American Visual and Print Culture in the Age of the Daguerreotype*, expanded from her dissertation, focuses on the relationship between photography and 19th century literature. Daguerreotype is one of the earliest forms of photography; the image is imprinted on a silvered copper plate. Her book provides new perspectives on texts like Nathaniel Hawthorne's *The House of the Seven Gables*, Herman Melville's *Pierre*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, and Frederick Douglass's *The Heroic Slave* by looking at the ways in which the authors deliberately selected certain visuals to promote different ways of seeing and understanding.

All of Dr. Dinius' research is archivally based. She has worked at the Newberry, The Library Company in Philadelphia, The Library of Congress, The Massachusetts Historical Society, and at Harvard's Widener Library. It is difficult for her to read the modern edition of text without wanting to see the original or the various editions it has gone through.



In this first book I worked on daguerreotype, the first form of photography. That started from an essay I wrote in graduate school on Cindy Sherman [an American photographer] and her film-stills; they are presented as taken from longer films, but are actually all only still shots—single photographs that suggest an idea of narrative. And from there I started thinking about that relationship between photography and narrative. I thought, "Well, I have got to go back to the beginning of the story, the birth of photography." That led me into the archives to look at these daguerreotype images because they're so distinct from any other form of photography. They are printed onto what look like small mirrors. I started thinking about that difference from all other types of photographs and what impact that difference made, how do we become blind to thinking about that material difference? It is really important to see the physical material and make contact with those archival items, whether on the screen or in person. I can build a whole story just from being in the archive.

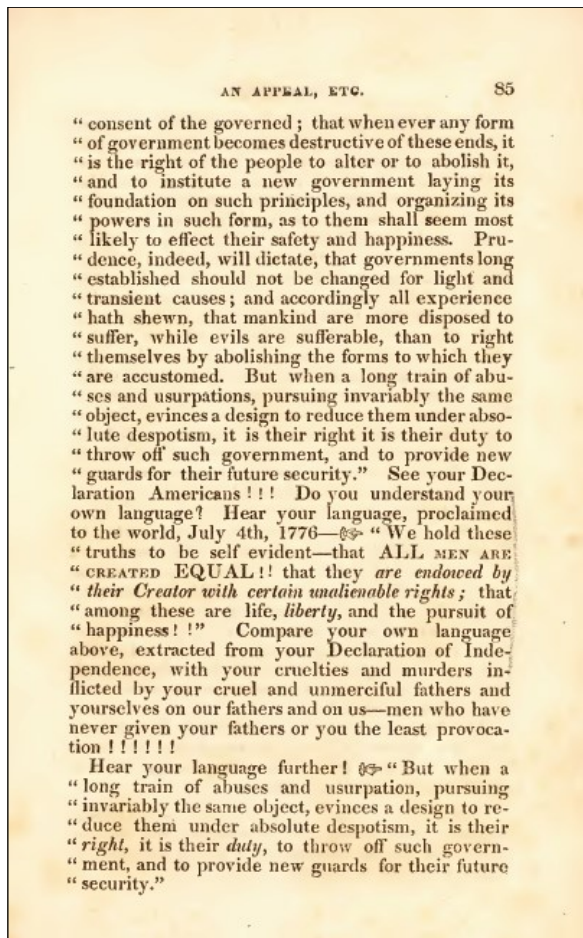
Dr. Dinius is currently working on a new book, which she hopes to finish this year, on David Walker's *Appeal*, a radical anti-slavery pamphlet that was first published in 1829. She is looking at the history and outsized effect of this 94 page-long and self-published text. She provided a brief synopsis of this history:

After publishing it, Walker smuggled the pamphlet to the South. Southern lawmakers got a hold of it and thought that it would foment slave rebellions. As a result, they passed anti-literacy laws. It had an unwelcomed response in the North too. However, several writers of color were incredibly interested and inspired by it.

So I'm looking at this little set of texts that no one else has really looked at together to figure out how this one document inspired this proliferation of writing and argument in publishing from writers who had been kept away from those possibilities, but for whom the stakes could not have been higher. They were trying to end slavery, trying to end racism, and also trying to prove their worth as human beings. If they could make these arguments in print, the most respected form of media at that time, then maybe people would take them seriously.

It's fascinating to see these texts literally speaking to each other and with each other, while finding and believing that this means of getting their message across could be the total game-changer, in a moment where we're not sure if that's even possible. And maybe we can learn something from that.

The working title of this book is *The Textual Effects of David Walker's Appeal*.



(Page from David Walker's *Appeal* that has some of the most interesting and important typography.)

Marcy Dinius, continued

Dr. Dinius is also writing an article titled, "'I go to Liberia': Following Uncle Tom's Cabin to the Destination of Its Black Characters," that will be published in *The Transnational Histories of Uncle Tom's Cabin* by University of Michigan Press in 2017. This article analyzes slavery and the question of race in 19th century U.S. by looking at African literature that was published by Americans who had immigrated to parts of Africa.

She is currently teaching an undergraduate and graduate course ENG 382/464: Major Authors, focusing on Herman Melville's *Moby Dick* and Harriet Beecher Stowe's *Uncle Tom's Cabin*. In Winter and Spring Quarters she will be teaching ENG 361: Introduction to American Literature from 1830-1865 with a focus on slavery, race, and gender. They start by reading Washington Irving's "Rip Van Winkle," a short story about a man who sleeps through the American Revolution. They also read Frederick Douglass's narrative, Harriet Jacob's *Incidents in the Life of a Slave Girl*, and some Nathaniel Hawthorne stories that dramatize class and social difference. Both of these courses can fulfill American Studies requirements. In Winter and Spring Quarters, Dr. Dinius will also be teaching LSP 200 – Multicultural Seminar.

Dr. Dinius describes the goals and strategies of all of her classes as follows:

I want to get students engaged. What is the point of contact? What are the things I can use to make students really pay attention and think that this matters? I will try different strategies for that. Sometimes it's through close reading and picking small moments of a novel. Then I try to tie the moment to a big question like a social issue or philosophical question. How do we start small and reach higher stakes? It's not just about making this move but about having them make the move themselves. I want to help students find a way in and not just have a passive experience of materials they're engaging with. So I always recommend AMS to students, especially students in my classes, because it's inevitable that we're going to talk about literature through history and literature through the rest of culture too. It's never in isolation. So I say, "hey, if you like this, this is what happens all the time in American Studies. It is always comparative."

Student Perspective: Daniel Potts



**Student Perspective:
Daniel Potts, Class of 2016**

American Studies Senior Daniel Potts (Dan) is finishing up his last quarter at DePaul. As a major with a concentration in Popular Culture and Media Studies, he has developed a rich appreciation for the critical approaches available in the field. Dan grew up in Park Ridge, a suburb of Chicago, where he attended Hillary Clinton's old high school, Maine South. After his first year, Dan decided to transfer to St. Patrick High School, a private Catholic School on Chicago's Northwest side, where he first became interested in analyzing American History from various perspectives. He remembers his favorite history teacher, Mr. Craine introducing him to *Lies My Teacher Told Me: Everything your American History Textbook Got Wrong* by James W. Loewen, a book that presents an alternate notion of U.S. history.

Dan was formally introduced to the field of American Studies at the first university he attended, Miami University in Oxford, Ohio in the course "AMS 207 America - A Global Perspective" with professor Oana Godeanu-Kenworthy. After Dan's second year at Miami University as a Psychology Major, he wanted to change his course of studies and return to Chicago.

He transferred to DePaul as an American Studies major and quickly became fascinated with the topics and perspectives he explored in classes like **AMS 380: Television and American Identity** with **Dr. Allison McCracken**.

I really like how American Studies allows you to identify constructed meanings. For example, in a political debate, you can learn how to read both sides and see how they can either completely ignore an issue or misconstrue it without people noticing. You learn how to read between the lines.

Last Fall, Dan took the **Senior Seminar** with **Dr. Amy Tyson** where he worked on and later presented his thesis titled: "Go West, Young Man! Playing with the Past in *Bioshock Infinite*." The Senior Seminar initially intimidated Dan given that it culminates in a 20-25 page essay and a 10 minute presentation. However, he learned how to effectively work through complex ideas and organize a cohesive argument by building an intellectual community with his American Studies peers. Throughout the quarter, they were all able to talk about their own work and contribute meaningfully to each other's ideas.

It seems almost impossible when you are getting started. But Dr. Tyson made the work much easier given the way she broke up the project and gave us time to think through our arguments. I was able to go back and play the game, and I kept finding new things I could add to my paper.

Dan's senior thesis provides a critical analysis of *BioShock Infinite* through the intersections of race and gender. *Bioshock Infinite* is a first-person shooter video game, part of the three-part series *Bioshock*, released in 2013 for a number of video game platforms.

Bioshock Infinite is set in 1912, in a floating-air city recently separated from the U.S. called "Columbia." The game deals with ideas of American exceptionalism and expansion, white supremacy, and institutional racism. Dan built his analysis by reading game developer comments, multiple game reviews, and through his experience of playing the game itself. He concluded that the game is a remaking of a fictionalized past that is made to appeal specifically to white men.

There are two opposing forces in the story line: the ruling class and an anarchist resistance group. There was a common theme of false equivalences throughout the *Bioshock* Series, where both sides are actually portrayed as evil. The game switches between these themes of good and evil to avoid favoring one side over the other. Dan also applied the Frontier Thesis to his analysis. Frontier Thesis is the argument established by historian Frederick Jackson Turner at the end of the 19th century claiming that American democracy was formed by the American frontier and the desire to continue pushing the lines of that frontier. Dan asserts throughout his thesis that the setting in *Bioshock Infinite* is an American colony that floats and is therefore made out to be the new frontier, a final paradise and utopia removed from the past. However, this idea of "utopia" is destroyed within the first five minutes of the game.

Your character walks outside and everything looks incredibly beautiful, but then it becomes immediately clear how evil and racist the current society actually is. And the whole game is played through a white male protagonist, Booker DeWitt, who is an apparent universalized character, removed from the racial and class struggle. The story would be much more compelling if it did not pretend that this white man is detached.

Dan also notes how the game reinforces traditional gender roles. For example, the character Elizabeth is the most powerful character in the game, but she never surpasses the role of “damsel in distress.” She can open up different timelines and change the course of the universe at her will, but she still needs Booker to rescue her. In addition, the player can only interact with Elizabeth’s character through simple control commands like “Press X.” Overall, Dan’s examination scanned the game world and story line for signs and symbols that constructed specific ideas of race and gender and create a cohesive narrative that cannot actually remain neutral. He presented some of the main points of his 23-page thesis during our Senior Project Presentations in the Fall of 2015.



(Scene with Elizabeth and Booker in *Bioshock Infinite*)

Dan is currently taking a few courses cross listed with American Studies like **CMNS 324: Culture of Consumption** with **Dr. Barbara Willard**, where he is studying the history of consumerism in the United States and its ethical and environmental implications. He is also taking **CMNS 337: Asian American Media Representations** with **Dr. Lucy Xing Lu**, where he is studying the limitations of Asian American representations in the media through analyses of shows like *Fresh Off the Boat*, a recent sitcom following a Taiwanese family’s move to Orlando, Florida, and *All American Girl*, a 90s sitcom about the teenage daughter of a traditional Korean-American family. Throughout the course, they look at the ways in which some Asian American stereotypes are challenged while others are reinforced.

American Studies has changed how I view my whole life. It’s almost like I always needed glasses but did not know. All of these things, like issues of race and gender, are out in the world but hard to pinpoint. I grew up in a suburban bubble, and some people believe things without even questioning them.

Daniel Potts, *continued*



After graduation, Dan is planning on starting a blog in order to continue his work on media analysis. He thinks that it is urgent to produce this type of work given the ways in which media fundamentally connects people, contributes to their formation of identity, and shapes the way they perceive reality. He wants to bridge the gap between academic and public spaces and reach more people with this type of work. He is also planning on moving to Detroit with his girlfriend, where he will explore the job market and continue working on some musical projects he has been developing. Dan feels that he is prepared for any challenge in the future given his training in American Studies.

AMS [American Studies] really focuses on developing proper understanding of things through a perspective that is not just based on dominant constructed narratives. American Studies is a guide to analyzing everything. I can step out of my own perspective, and it has given me a much better understanding of the American society I am a part of everyday.

Alumni Profile: Andrew Boyko



**Alumnus, Andrew Boyko,
Class of 2011**

Andrew Boyko graduated from DePaul in 2011 with a Double Major in Political Science and American Studies and a concentration in Politics, Institutions and Values. He is originally from Cleveland, Ohio where he attended Brecksville-Broadview Heights High School. Andrew loved visiting his older sister on DePaul's campus and wanted to move to a big city, so he made the choice to attend DePaul. Andrew was originally an Accounting major, but after he took first quarter of classes in the Business School, he did not feel it was the right fit. After talking with his friends in American Studies and Political Science, he switched to what was then called the College of Liberal Arts and Sciences and declared his double major. At that point, he aspired to go to law school. Andrew met with Dr. Allison McCracken and Dr. John Burton to learn more about American Studies and the ways his majors could complement each other.

I was interested in policy, law, and political theory. American Studies was a great complement to fill in the relevant political and popular culture at the time. I was able to look at the political climate through a different lens which really helped me out in my political science classes. It was a great interplay between the two majors.

Andrew's senior thesis focused on the influence of the bicycle on the American transportation system. He was a bike messenger during his time in Chicago, and transportation law was one of his favorite aspects of law. He carried those interests into law school, as well as an abiding concern with how alternative transportation and energies depend on political funding from a municipal to a federal level. His thesis analyzed the ways in the bicycle changed American culture and its viability as a formidable means of transportation. He analyzed the inception of the vehicle in general and read a lot about the streets as a social landscape.

Streets and avenues in American culture were originally a social gathering point. People used it as a marketplace or just spent time on the streets. As the automobile came along it pushed everybody off of the streets and onto the sidewalks. So there was an evident change in use of space. I looked at how the bicycle fit into that shift in the social landscape, how it predated the automobile in a lot of forms, how popular it was at one point, its ebbs and flows throughout history.

Andrew worked as a bike messenger for most of his time at DePaul. He started off by doing deliveries for Jimmy Johns. In 2009, he was one of the co-founders of Cut Cats Courier and worked with them for the rest of his undergraduate career. Cut Cats Courier is a bicycle courier collective based in Chicago's Lakeview neighborhood. They now deliver for over 60 restaurants, coffeehouses, and other businesses across the city. Because he graduated a quarter early, Andrew took some time to travel and visit friends abroad. Shortly after that, Cut Cats Courier was going through the legal process of becoming a registered Limited Liability Company with the State of Illinois, and that re-sparked Andrew's interest in law school.

He started studying law at John Marshall Law School and after his first year he transferred to the University of Denver Sturm College of Law. He was particularly interested in transactional business law. During law school he was a Legal Extern at Buckley Air Force Base, just east of Denver, where he provided legal assistance to Judge Advocate General's (JAG) Officers by working on a number of projects including environmental claims, government contracts, and Article 15 hearings (non-judicial punishment or military criminal litigation).

It's an interesting Air Force Base. It doesn't actually have a lot of planes and equipment that an air force base normally would have, but it does have these giant golf ball looking satellites. These satellites are completely encompassed essentially so other imaging systems cannot tell which direction their pointing at or who they're communicating with. It used to be the old Denver Airport. Now it's mainly a communications base, but as an Air Force Base.

After graduating with a law degree, Andrew started working for Jefferson County in Colorado as a Legal Professional. The position is similar to the in-house counsel for a corporation, but functions as internal counsel for a government office. He was part of a litigation team and handled lawsuits ranging from child support payment enforcement, and transactional contract review for the Department of Health and Human Services. One of the biggest cases he worked involved an inmate in the county operated jail that had a seizure, and was bringing forth a suit for damages that he received while in jail. After working for Jefferson County for a few months, Andrew moved to Montrose on the west side of Colorado to start working as Assistant City Attorney.

Andrew Boyko, continued



He started his current position as the Assistant City Attorney for the City of Montrose in January of 2015. In this capacity Andrew works on land use and planning, employment, real estate law, and criminal enforcement. He is also the Lead Prosecutor for Municipal Court dealing with traffic tickets, shoplifting, theft, disorderly conduct, and other misdemeanors.

Prosecution is something completely different from what I've done before. I get to actually appear in court before a judge, deliver opening statements, cross-examine witnesses; you know...everything that you would see on court TV. And it's fun, but I definitely still enjoy transactional law. The police department is one of the more interesting departments I work with. We also work with the Public Works Department, Finance, and almost every city department.

Andrew also volunteers at a program called Telluride Adaptive Sports Program (TASP). Telluride is one of the three mountains that are close to Montrose. In the winter, he works with children and adults who have cognitive and physical disabilities to teach them how to ski and snowboard. He got involved with them as soon as he moved to Montrose after hearing about them from a friend. He felt that volunteering at TASP would help him get involved in his new community, and spend time doing what he loves. He also hikes and bikes regularly throughout the area. Colorado is famous for its fourteeners, mountain peaks with an elevation of at least 14,000 feet. Although Andrew aspires to move onto different employment within a government agency or going solo in his law career, he is currently looking forward to developing his repertoire in his current position.



AMS [American Studies] helped in a myriad of ways. It definitely helped in law school. I had a major leg-up in my writing abilities just given all the writing I had to do on various topics throughout my whole program at DePaul. But one of the actual ways you wouldn't immediately think of is during prosecution. I have to hear the defendant's side of the story, the police, the witnesses, and of course everyone has different renditions of the event. AMS helped me with the ability of seeing things from different people's perspectives and understand the totality of the situation. AMS is also one of the most diverse majors you can choose at DePaul. It provides an opportunity to double major; the integration of another fields of study into AMS definitely makes it an even more robust option for a major. I've had some of the greatest discussions with some of the best professors I've ever encountered during my time in the AMS program.



"Spectral Spitters" - Dan Potts

Truly understanding American history is a notoriously difficult task, particularly when examining the divide between popular understanding of it and the reality of the time. History is context, and without proper understanding of the time and methods for understanding it, the reality can become obscured. Popular understanding of historical events can become distorted, leading to the creation of myths that are accepted as fact. History is explained through cultural narratives, which both emphasize and obscure events in order to tell a larger story about the identity of the culture they are born out of. While we can examine history to find a more complete understanding, the myths themselves are significant as well because they reveal the values of the society they are created in, and how societies make sense of their past by organizing this history to make a statement about the current times. History is politicized for the present, as a uniting narrative informs opinions about the present and is drawn on by politicians to encourage support of certain values. One of the main goals of American Studies is to escape this kind of "natural" reasoning as these events can become so ingrained into the public consciousness that they are not questioned at all.

On October 24 the American Studies Program was proud to co-sponsor the talk "Veterans Spat on, Called 'Baby Killers': The Mythical Imagery of America's Lost War in Vietnam." Led by professor (and veteran) Jerry Lembcke, the event explored American myths surrounding the War in Vietnam, with a focus on the myths of the supposed mistreatment of American soldiers returning home. However, through his presentation and active discussion with the audience afterwards, we explored a number of topics including conspicuous parallels between American mythology about Vietnam and other mythology created by all nations throughout history following military defeat.

Jerry Lembcke, a professor at the College of the Holy Cross, was drafted in 1969 and served as a Chaplain's assistant while deployed in Vietnam. Both his experience in the war and fascination with the myth-making process of American history has since lead him to his passion of studying the difference between the reality and the popular portrayal of these events, and how this portrayal is indicative of the ideology of society at the time they are created; long after the events themselves. One of the most powerful American myths today came about during his lifetime: the idea of Vietnam veterans returning to American soil only to be spat upon and called "baby-killers" by anti-war activists. While we can find examples of this belief almost everywhere, he argues that there is no reliable historical evidence to support it.

This becomes immediately apparent with the knowledge that military planes returning home did not land at public airports, but at army bases where protesters could not possibly have gathered. Even if planes had been re-routed to civilian airports because of weather, these last minute changes would make it impossible for protesters to organize outside the airport. Not to mention that claims about aggressive, spitting protesters didn't begin to appear in popular culture until almost twenty years later; and even then many of these stories were manufactured or have been shown to be entirely unreliable. After decades of search, he has still yet to find a single photo with protesters holding "baby-killer" posters, let alone the posters themselves despite the persistence of this myth.

So if these events are so unlikely to have happened the way they have been presented, then why do so many people believe it? This idea removes the responsibility of the US government in getting involved in Vietnam to begin with, instead blaming dissent at home for the defeat. The shattering of many American's idea of a triumphant, white, male America of the 1950s left many with a feeling of disillusionment, which gave strength to the idea that lack of unanimous support at home was responsible for the loss. Since then, this idea has been played on heavily to stigmatize anti-war sentiments, portraying them as "savages" that are not supportive of their country. By playing on this myth, a politician rejecting any possible criticism of American foreign policy becomes a much easier task, allowing this misunderstanding of history to be used as a shield to quell disagreement and anti-war sentiment today.



DEPAUL UNIVERSITY
THE HISTORY DEPARTMENT PRESENTS:

VETERANS SPAT ON, CALLED 'BABY KILLERS': THE MYTHICAL IMAGERY OF AMERICA'S LOST WAR IN VIETNAM

A LECTURE BY
PROFESSOR JERRY LEMBCKE
COLLEGE OF THE HOLY CROSS