

DEPARTMENT OF AMERICAN STUDIES

**College of Humanities and Social Science
California State University, Fullerton**

PROGRAM PERFORMANCE REVIEW

2015-2021

DEPARTMENT SELF-STUDY

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I. Department Mission, Goals, and Environment

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review.

The mission of American Studies is to promote the interdisciplinary understanding of American culture in the past and present. As part of this mission, we seek to engage our diverse student body in habits of intellectual inquiry, social responsibility, professional preparation, and active citizenship. We are committed to diversity, equity, and inclusion, to student success, and to supporting first-generation and underrepresented students in their university and career aspirations.

American Studies is justly proud of being pioneers of interdisciplinary teaching and research at CSUF. For over fifty years, our faculty have identified as teacher-scholars who balance exceptional teaching and outstanding scholarship. Faculty must be skilled teachers across a range of classes taught to majors and minors, master's students, and undergraduates in our General Education (GE) classes. Faculty often each teach 80-140 students per semester in formats that include small seminars, mid-size electives, and large lecture classes. With the onset of the COVID-19 pandemic, faculty became accomplished in teaching in synchronous and asynchronous online formats. Our classes reflect scholarly trends and student needs; our commitment to innovative curricula, high-impact practices, and equitable pedagogies is central to our department's culture. Our twelve tenured/tenure track faculty advise and mentor students and share the demands of department service and collegial governance. Alongside our teaching, we value and support scholarship. American Studies faculty are exceptionally productive scholars and have produced pathbreaking, award-winning publications and digital projects and inventive, public-facing and creative work. We have won competitively awarded grants and presented our work at conferences or as invited speakers in regional, national, and international venues.

While the COVID-19 pandemic changed the way we teach, advise, and pursue research, it has not altered our core mission and values. With this in mind, we have developed the following department goals to maintain our excellence in teaching, scholarship, and service:

- 1. Continue to develop an interdisciplinary curriculum to foster student success, cultivate critical citizenship skills, and prepare students to contribute to the economy and culture of our diverse and changing global society.**
- 2. Ensure that American Studies classes reflect diversity in local, national, and global dimensions and attend to ethnic, racial, gendered, sexual, religious, regional, and class-based differences.**
- 3. Promote and assess methods of teaching that develop critical thinking, interpretive skills, and high-quality research and writing.**
- 4. Expand the number of undergraduate majors and minors through effective recruitment, advisement, and outreach.**

5. Maintain an intellectual environment that produces innovative interdisciplinary scholarship and maintains our nationally recognized expertise in ethnic, racial, ethnographic, environmental, gender, sexuality, technology, and media studies as well as other areas of cultural history.
6. Retain a highly qualified and diverse faculty of effective teacher-scholars whose research is based on emerging trends in interdisciplinary scholarship and methods.
7. Pursue opportunities for external and internal funding for research and for international exchanges for students and faculty.
8. Pursue opportunities for staff growth through the development of new skills and responsibilities, along with commensurate compensation.
9. Implement principles of equity in our department personnel standards, governing guidelines, and allocation of resources.
10. Foster an inclusive American Studies community through forums that bring together students, staff, alumni and faculty for collaboration and interaction on contemporary issues.

These goals reflect the principal objectives of the CSUF Strategic Plan, 2018-2023. Through them we seek to: 1) provide a transformative educational environment for all our students; 2) strengthen opportunities for student completion and graduation; 3) recruit and retain a high-quality and diverse faculty and staff; and 4) expand and strengthen our financial and physical capacity.

I. B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program.

The most striking trend in American Studies over the past decade is the call to situate the interdisciplinary study of US culture and history within frameworks emphasizing diversity, inclusion, and social justice as well as in comparative and global contexts. These approaches reflect both new directions and longstanding trends in our curriculum and research. Historically American Studies programs have helped pioneer the interdisciplinary study of ethnicity, race, class, gender, and space as early as the 1940s. Since its formation in 1969, our department has promoted an inclusive approach toward studying American culture. More recently, our commitment to social justice can be seen in the series of department forums, the establishment of a social justice internship, and the development of a new partnership with an elementary school.

Our curriculum has anticipated, if not originated, these emerging trends in American Studies. We recognize the centrality of spatial politics in American history and culture through classes on nature, nightlife, placemaking, crime and violence, communities, monsters, public memory, architecture, suburbanization, and work; as well as in place-specific classes on the West, the South, California, and Los Angeles. Our curriculum includes global perspectives in its classes on immigrant and early American cultures, food cultures, migrant lives, popular culture, and the American dream. Cultural approaches to technology and science are explored in classes on digital cultures, technocultures, and gaming (we offer one of the first American Studies classes

on this subject) as well as mental health, social science, and modern science. Media studies are reflected in classes on literature, popular culture, TV, music, and film. Intersectional approaches to race, sexualities, and gender are prominent in classes on the body, sex, race, fashion, adolescence, love, childhood and family, sexual orientations, women, and ethnicity. And classes emphasizing theoretical approaches, ethnographies, and other methodologies expose students to the foundations of American Studies. Finally, we have widened our instruction beyond traditional scholarship to encompass digital projects, creative work, and public-facing writings both in and outside of our classrooms.

As these classes show, our curriculum emphasizes multiple trends, mirroring the interdisciplinarity that is the hallmark of American Studies. Through its breadth and depth it allows BA and MA students to dig deep into their areas of interest. Our large GE footprint means that student engagement with trends in American Studies extends far beyond our majors. Students also encounter equitable pedagogy, itself a trend in the field and a distinctive value at CSUF. While few undergraduates enter the university with the goal of majoring in American Studies, in our GE classes they discover *what* we teach as well as *how* we teach, and these discoveries recruit students to the major. Graduate students seek us out because our teaching and research is at the forefront of the discipline and speaks to them as citizens, activists, and scholars.

The disciplinary trends in American Studies are abundantly apparent in faculty scholarship. The politics of space is evident in faculty work on water politics, borders, and environmental justice (Fingal); the prison-security complex and militarism (Kanosky); redlining, gentrification, and the politics of cultural geography (Lewinnek); nightclubs, queer spaces, and the LGBTQ community (Gonzaba, Loftin); and the sense of places that are monstrous and of which we should be fearful (Golub). Faculty have tackled global perspectives through studies of transnational adoption and the position of women and children (Woo); the impact of global unemployment with respect to the US (Lane); the linkages between the rise of fascism and the development of modern social science (Zenderland); and the effect of Marxism on American sexual beliefs (Battan). They have contributed original perspectives on our understanding of technology and science through research on the cultural history of robots, particularly regarding race and gender (Abnet) and on media through studies of TV and digital audiences (Falero). The prominence of intersectional approaches is evident in work on representations of Black women, feminism, and hair in social media (Rowe); and in studies of death in slavery as well as of Black women's freedom claims in the African diaspora (Snyder). Finally, faculty have embraced digital projects that map public and private spaces used by LGBTQ travelers (Gonzaba); and that document a collaborative community history of the Leigh Valley (Kanosky). (See [Appendix I.B. Faculty Scholarship](#))

One final way that our department reflects disciplinary trends is through the forums we initiated in 2019 in response to current events. The first forum was held following an incident of hate speech in the campus community. We then held teach-ins on "Race, Power, and American Studies" after the uprisings following the murder of George Floyd and on "American Studies Contexts for Understanding January 6" after the invasion of the US capitol. Our most recent forum responded to the murders of eight Asian Americans in Atlanta. These forums bring together students, faculty, and staff to respond to and discuss current events and share ideas about creating more equitable and just futures. ([Appendix I.B.1. Department Forums](#))

In sum, our curriculum, scholarship, and forums are engaged with the current trends in American Studies and the frameworks of diversity, equity, and social justice. While our program is by all measures highly successful, we face significant external barriers. The COVID-19 pandemic has necessarily spurred us to develop innovative online teaching strategies and has also slowed our curricular and research agendas. Changing GE requirements pose a second hurdle to our program. Our majors are often recruited through GE classes, so GE changes bring a concomitant alteration in the number of students introduced to American Studies, and, as a result, our numbers of majors and minors.

C. Identify the Unit's Priorities for the Future. The department's priorities for the future include:

1. Tenure Track Hiring. We hired four assistant professors since 2017, essentially replacing the four faculty who retired since 2014. We need to consider the optimal size for our department and the prospect of hiring more tenure-track faculty in the next five years.

2. Lecturer Equity. We currently have 17 lecturer faculty who teach between 1-5 classes each. Some are active scholars but have no access to funds for research or new course development. Lecturers do not attend department meetings, although the chair meets with them every semester. We need to consider if we want to revise what have become, in effect, our policies for lecturers and their role in department governance.

3. Revising Department Personnel Standards (DPS) and Governing Documents. We need to revise our DPS to further incorporate principles of equity, diversity, and inclusion and to provide evaluation criteria for digital and public-facing projects. We also need to create written governance guidelines.

4. Staff. Since the return to campus from COVID-19, work life for our staff has changed considerably. We need to creatively consider their job flexibility and pathways to expanding and revising their positions to reflect what are, essentially, their newly changed roles.

5. Undergraduate Major. While we often add new classes, the structure of the major has not been altered in decades. We should reconsider the major's structure, how to attract more majors through outreach, and how to provide major advising with an eye toward career guidance.

6. Master's Program. We need to update the MA Exam Reading Lists and reconsider our completion options for the degree. We currently offer either a thesis or an exam, and our last team of PPR reviewers suggested offering a project option.

7. Service Workload and Assigned Time. Evaluate assigned time for department service to maintain equity, consistency, and transparency in faculty workload.

8. Assessment. Use our assessment findings to inform, improve, and refine our teaching.

9. Alumni Relations. Maintain closer ties with our alumni, particularly through new media.

10. Scholarships. Increase scholarship opportunities for majors and MA students.

I. D. Special Session Programs

We are active participants in College of HSS study abroad opportunities. Since our last review, faculty have participated in a faculty exchange with the University of Tübingen in Germany (Battan), developed new American Studies abroad programs focusing on food sustainability in Denmark (Lane) and tourism in Bali (Lane, Lewinnek); they are also revitalizing longstanding programs such as the London Semester to focus on social justice in art and gender history (Snyder). Our commitment to study abroad aligns well with our mission; such programs offer High Impact Practices and co-curricular activities in the form of internships, service learning and experientially based learning that cultivates habits of intellectual inquiry, prepares students for challenging professions, and exposes them to HSS and CSUF core values of social justice, civic engagement, and global awareness.

II. Department Description and Analysis

The American Studies Department offers students an interdisciplinary curriculum that examines American culture—the shared system of beliefs, behavior, symbols, and material objects through which Americans have given meaning to their lives. We are one of the largest BA and MA American Studies Department in California and west of the Mississippi. Because of its quality, undergraduates find an intellectual home in our major, and our department’s national reputation draws graduate students from across and beyond California and the US. As of AY 2020-21, American Studies majors and minors reflect the diversity that is a hallmark of CSUF: 66% are first-generation college students, 65% are Pell Grant recipients, and 82% are non-White. As noted in I.B., our curriculum and scholarship cover a broad and deep range of subjects, and our courses examine American life in the past and present and allow students to better understand their own experiences as well as those of diverse others.

Curriculum. The American Studies curriculum engages students in equitable pedagogies, immerses our diverse student body in habits of intellectual inquiry, social responsibility, and engaged citizenship, and prepares them for their professional lives in, for instance, education, media, business, and nonprofit sectors. Our curriculum is designed to meet the needs of Orange County’s diverse population. About 43% of American Studies majors are double majors, the majority with departments in the College of Communications, as our courses help prepare students for employment in Southern California’s entertainment industry. Our majors can also earn a History/Social Studies teaching credential, our classes are part of the “World Language: English Language Development” program offered by Modern Languages Department, and our MA students can engage with the Environmental Studies program, which Lewinnek currently chairs.

During this review period, we have broadened our curriculum. In Fall 2015, we taught the first Disability Studies course on this campus and have or will offer eleven more new courses developed since then: American Technocultures, America Nightlife, Americans at Work, Creative Work in American Studies, Digital America, Fear and Fantasy, Fashion in America, Science in America, Migrant Lives, and internship courses for both BA and MA students.

American Studies faculty are active in several curricular innovations. Kanosky collaboratively-designed and team-taught a seminar on memory for first-year students, “HUM 100, Ideas and Experiences in Humanities and Social Sciences.” Kanosky focused on the cultural politics of memory, while Professor Adam Roberts, Psychology, taught about memory from a psychological and scientific standpoint. The class allowed students to see how scholars in American Studies and Psychology take differing approaches to the study of memory.

Our faculty also helped to pioneer “Explore Core” classes that are team-taught by faculty across CSUF and are designed to close the achievement gap, improve student retention, and decrease the time to graduation. Golub will teach a class on “Fear and Fantasy” with colleagues in Child and Adolescent Studies, Visual Arts, and Mechanical Engineering, while Woo has partnered with faculty from Child and Adolescent Studies and Literacy and Education to team teach a class on “Migrant Lives,” a class that the Provost chose to run as a pilot next fall.

We also teach beyond the classroom in numerous ways. We organize and lead our Teach-In forums (Abnet, Fingal, Kanosky, Lewinnek, Rowe, Snyder, Woo, Zenderland), where the department gathers to learn about past injustice and plan for a more equitable future. Golub runs workshops for the WAC/Pollak Library Thesis Retreats. Rowe coordinates the Black History Month Resource Project. Every year we host or co-sponsor visiting speakers for our students (such as the writer Karla Cornejo Villavicencio, author of *The Undocumented Americans*). Faculty supervise independent studies at the graduate and undergraduate level. This extends beyond American Studies. Lane mentors McNair scholars; Woo is a Sally Casanova Faculty Mentor and was a Mellon-Mays Undergraduate Fellowship Faculty Mentor; and Abnet, Lane, and Golub serve on Honors thesis committees. Faculty also serve on MA exam and thesis committees, and instruct graduate teaching assistants in our classes.

The curricular innovations undertaken by our faculty also extend to L.A. and O.C. schools. In response to the Fair Education Act, Loftin and Covert-Ortiz were part of the leadership team that trained a cohort of teachers from the LA area in LGTBQ history. The teachers used what they learned in the symposium to design LGBTQ lessons plans for their K-12 US history classes. Similarly, Lewinnek has led workshops for local K-12 teachers through the CA Global Education Project, The CA History Project, and the Santa Ana USD and given invited talks at local high schools. Woo has offered lectures for K-12 teachers at the National Korean Studies Seminar and created a sample curriculum on the Korean War for the CA Ethnic Studies Curriculum. Woo also created the CSUF-King Reading Partnership. The program currently has 8 participating teachers, 150 students in grades 1-5 from Martin Luther King, Jr. Elementary in Santa Ana, and 17 CSUF undergrad, grad, and alumni volunteers.

American Studies is deeply committed to excellence in teaching and equitable pedagogies. Our faculty regularly participate in programs sponsored by the campus Faculty Development Center (FDC) and the Online Education and Training Center (OET) to improve teaching. American Studies classes are labor-intensive for faculty, since we rarely use multiple-choice or Scantron-graded exams; instead, our classes require written essays and graded projects. Students regularly give these classes high evaluations in their SOQs, and in our most recent annual alumni survey (2021), 80% of respondents reported the quality of instruction in their American Studies classes to be higher than the norm.

Our faculty frequently win awards for their teaching and mentorship. Fingal and Kanosky were given Faculty Recognition for Teaching from the FDC; students nominated Fingal, Golub, Kanosky, Perez, Ring, and Woo for Titan Excellence Awards. Lane won a Virtual and Online Innovations and Curricular Enhancement Award. Woo was awarded an HSS Course Redesign Grant and named Faculty Advisor of Distinction by CSUF's Academic Advising Professional Development Program. Golub received an Explore Core Course Development Award and earned a Writing Across the Curriculum certificate from FDC; Lane, Snyder, and Woo were given awards for Exceptional Levels of Service to Students and Faculty Enhancement and Development Grants for their work on the American Studies Internship Program.

Scholarship. In addition to promoting excellence in teaching, we have always recognized the importance of contributing outstanding interdisciplinary scholarship to the field of American Studies. Scholarly productivity became more difficult during the pandemic, as access to archives, interview subjects, and travel were sharply delimited. Notwithstanding, our record of scholarly publication is exceptional and reflects our commitment to situating American history and culture within the frameworks of diversity, inclusion, and social justice in national and global contexts. The range of the department's scholarly productivity can also be gauged by the number, stature, and diversity of organizations and institutions where American Studies faculty members have presented papers and given talks. ([Appendix I.B. Faculty Scholarship](#))

In addition to their publications, faculty have excelled in winning competitively awarded fellowships, grants, and prizes. Gonzaba won a multi-year National Endowment for the Humanities Collections and Reference Resources Grant; Zenderland and Snyder received National Endowment for the Humanities Faculty Awards. Gonzaba also was awarded a Phil Zwickler Memorial Research Grant from Cornell Library and an African American AIDS History Project Fellowship from the Elton John AIDS Foundation; his *Mapping the Gay Guides* project received awards from the Canadian Social Knowledge Institute and the American Studies Association. Rowe received the "Article of the Year Award" from the Organization for the Study of Communication, Language, and Gender. Snyder was awarded the Sierra Book Prize from the Western Association of Women Historians, a Huntington Library Fellowship, and a George Washington Library Fellowship. Lewinnek received an Ahmanson Grant from the Historical Society of Southern California.

Faculty also have earned many internal grants and awards for their scholarship. Rowe received the HSS Dean's Faculty Scholarly Achievement Award. Gonzaba earned a Research, Scholarship, and Creative Funding Award. Fingal, Lewinnek, Snyder and Woo received HSS Summer Research and Writing Stipends, while Fingal, Lane, Lewinnek, and Snyder received Junior/Senior Intramural Grants. Golub and Woo were awarded Faculty Support for Scholarly Productivity. Golub received the Faculty Legacy Award for Excellence in Scholarly and Creative Activity and Innovations in Pedagogy; and the Dean's Research Award for Associate Professors. Woo was named HSS Outstanding Untenured Faculty, Lane received the HSS Scholarly Achievement Award, and both Zenderland and Snyder received the HSS Distinguished Faculty Member award. Abnet and Fingal were given Faculty Recognition for Scholarly Activity by the FDC.

Service. The department places immense value on collegiality, shared responsibilities, and

participatory decision-making. While every member plays an active, vital role in the department, a characteristic that can be seen even in our newest faculty, Abnet, Golub, and Kanosky received Faculty Recognition for Service by the FDC. (See Appendix D. Faculty CVs)

II. A. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C (unit’s future priorities).

Changes in the Undergraduate Program. The main change in our undergraduate program during this period has been to add classes that reflect emerging trends in American Studies, our mission, new areas of faculty expertise, and student interests and needs. We also revitalized courses taught by now-retired faculty, and we revised courses as online offerings.

In the review period, we taught or added the following classes to our curriculum:

AMST 131: Explore Core: Migrant Lives	AMST 132: Explore Core: Fear and Fantasy
AMST 332: Science and Modern America	AMST 390: Disability and American Culture
AMST 403: Creative Work in American Studies	AMST 425: Americans at Work
AMST 451: Fashion in American Culture	AMST 454: American Nightlife
AMST 489: Digital America	AMST 495: Undergraduate Internship in American Studies
AMST 502T: American Technocultures	AMST 595: Graduate Internship American Studies.

We revitalized the following courses for our curriculum:

AMST 418: Food and American Culture	AMST 420: Childhood and Family in American Culture
AMST 444: American Placemaking	AMST 449: The American West in Symbol and Myth
AMST 488: Race, Sex, and American Urban Culture	

We revised the following courses for online instruction:

AMST 318: Hollywood and America	AMST 324: American Immigrant Cultures
AMST 345: The American Dream	

Changes in the Graduate Program. Since our last review, significant enhancements have been made to the MA Program that have given students the ability to further focus and customize their study plan according to their academic interests and career goals.

In 2016, the department reviewed our MA Comprehensive Exam process. The goal was to reflect on the exam structure and review the reading lists for each of the seven fields. Prior to 2016, MA students had to select three fields in which to be examined, chosen from seven possible areas: Expressive Forms; Gender and Sexuality; Institutions and Ideals; The National and the Global; Natural and Built Environments; Race, Ethnicity, and Class Formation; and Work, Consumption, and Leisure. Students assemble committees of three faculty members, one to prepare them in each field; read ten books in each field; and complete a take-home examination consisting of two possible essay questions for each field—one question dealing with “Methods of Understanding Cultural Processes” and the other dealing with “Cultural Processes of History.” Students must answer at least one “Methods” question for one field, one “History” question for another field, and for the third field, the type of question is the student’s choice. They have four consecutive days to write these three essays.

In our review, faculty changed “Race, Ethnicity, and Class Formation” into two separate fields: “Race and Ethnicity” and “Work and Class.” We renamed “Work, Consumption, and Leisure” to simply “Consumption and Leisure,” and moved books related to work to the new “Work and Class” area. We eliminated the “Expressive Forms” field since American Studies is characterized in part by its attention to expressive forms as evidence across different cultural problems and questions. After revising the seven fields, the department established working subcommittees to develop updated reading lists. The new lists went into effect in Fall 2016.

We made one more major change to the Comprehensive Exam: we gave students the option of preparing one Alternative Field. This allows students to design an MA Exam list around a field of study not already represented by the other lists. This change gave students more flexibility in designing an exit option that aligned with their academic interests and further prepared them for specialized doctoral study, teaching careers, academic advising and student affairs, or other professional goals. Several students have already taken the opportunity to prepare an Alternative Field on topics such as Public Memory; Technology and Culture; Monsters and Horror; Childhood, Youth, and Education; Ethnography of the US; and Literature and Culture, among others. The department has scheduled another review of its exam and thesis process for 2022.

A second major enhancement to the MA program since our last Performance Review is the addition in 2015 of an optional three-unit internship class for graduate students (AMST 595). To complete the MA degree, grad students must fulfill a three-unit “skill elective” on their study plan. The purpose of the “skill elective” has always been to allow students to develop a practical skill that will be of use in their future career goals. Prior to 2015, graduate students could fulfill the skill elective by taking a 400- or 500-level “skills” course anywhere at CSUF (such as TESOL, graphic design, screenwriting, etc.) OR enrolling in AMST 596 “Teaching Tutorial,” which would give them credit for either serving as a Teaching Assistant and learning about college teaching, or for completing an internship on or off campus. In 2015, Lane and Snyder created a separate graduate-level “Internship in American Studies.” The course is taken in conjunction with a grad student’s internship in the field, and it provides the student with close supervision by the Internship Coordinator. AMST 595 is a more structured and intentional curricular enhancement that gives grad students “skill elective” credit for their internship. It also differentiates their internship experience from the AMST 596 teaching tutorial experience. Several graduate students have taken the opportunity to enroll in AMST 595 and have had internships at places such as CSUF Academic Advising, CSUF Supplemental Instruction, and Laura’s House, an organization providing shelter and services to domestic abuse survivors.

The graduate program has implemented several other innovations to better prepare students for their post-MA academic and professional lives. In spring 2021, Snyder organized a Community College Advisory Board Zoom panel on “Teaching and Careers in Community College” featuring CSUF American Studies and English MA alumni who taught Ethnic Studies, Chicano Studies, History, and English at area community colleges. In 2017, the Golub, the Graduate Advisor, received a stipend from CSUF’s “Tuning MA Programs for Professional Futures” workshop series to revise the curriculum for AMST 501, “Theory and Method,” to include more focus on career preparation. Grad students who take the required AMST 501 seminar now learn how to put together a CV, write a conference abstract, construct a cover letter talking about their MA experience, and develop ways to “go public” with their American Studies knowledge outside of the academy. Finally, thanks to both competitive university and national grants that

have been awarded to Gonzaba for his "[Mapping the Gay Guides](#)" project, we have hired and trained seven of our MA students in the methods and practice of digital humanities.

B. Include information on any Special Sessions self-support programs offered by the department/program. Describe the Structure of the Degree Program (e.g. identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements.

See I.D.

II. B. Describe the structure of the degree program (e.g., identify required courses, how many units of electives); identify the logic underlying the organization of the requirements.

Structure of the Undergraduate Major. American Studies is a 36-unit undergraduate major that requires 12 units of core courses and 24 units of upper division electives. The major provides students with a sequence of courses, with a beginning, middle, and end. Our "beginning" courses (AMST 101, 201, and 301) introduce students to key ideas emphasized in our Student Learning Goals. For majors, the "beginning" consists of two required core courses, AMST 201 (Intro. to American Studies) and AMST 301 (American Character), which together introduce students to the major approaches we adopt in the study of American culture. Specifically, AMST 201 emphasizes historical development and periodization, and introduces students to the concept of culture and to interdisciplinary scholarship. AMST 301 emphasizes cultural diversity and the formation, development, and maintenance of personal, group, and national identities in the modern world. We also teach AMST 101, which introduces GE students to the interdisciplinary study of American culture; while this class does not count for the major, it can be used as an elective for the minor.

The "middle" portion of the student's progress consists of nine three-unit courses. One is a required core course, AMST 350 (Theory & Methods), which examines the history of the American Studies movement as well as theories and methods from both the humanities and social sciences used to study culture. The other eight are upper-division electives, chosen in consultation with a faculty adviser. Students may take all eight in American Studies, or they may include up to four courses from other departments, such as African American Studies, anthropology, Asian-American Studies, Chicano studies, communications, criminal justice, English, geography and the environment, history, political science, psychology, sociology, or women's and gender studies. Students can also choose to focus on a theme of interest which pertains to the American experience. Possible (but not exclusive) examples of such themes include ethnicity and race, gender and sexuality, mass media and popular culture, expressive forms, or law and society. In these eight elective classes, students gain practice in using the concepts and interpretive skills spelled out in our Student Learning Outcomes (SLOs).

The "end" of the major consists of our required capstone seminar, AMST 401T (Proseminar in American Studies), a variable topics course usually taken during a student's senior year. Recent topics include "War and American Culture," "Gender in American Life and Thought," "Civil Rights in American Culture," "Reading the City: Stories of Los Angeles," and "The Body in American Culture." Students in these capstone seminars conduct research and then complete capstone papers (approx. 15-20 pages) or projects on some aspect of the common topic, thus

demonstrating that they have mastered all of the department's SLOs. Our undergraduate Curriculum Map illustrates this process of introducing majors to key ideas and skills and then offering opportunities to practice and ultimately to master them. (See [Appendix II.B. Undergraduate and Graduate Curriculum Maps](#))

Structure of the MA Degree. Our American Studies MA is a 30-unit degree that requires a 6-unit core of 2 500-level American Studies seminars, 21 units of 400- and 500-level elective course work in American Studies and related disciplines, and a 3-unit exit requirement of either a thesis or a comprehensive exam. The MA curriculum provides graduate students with a series of courses with a “beginning,” a “middle,” and an “end.”

The “beginning” part of MA program consists of 2 core seminars (AMST 501 and AMST 502T) that provide every cohort with a carefully structured, year-long sequence of courses. AMST 501 (Theory and Method), offered every fall, explores the concept of culture from an interdisciplinary perspective and helps students cultivate and practice an American Studies approach to thinking about culture, diversity, history, and everyday experience. AMST 502T (Seminar: Selected Topics), offered every spring, is designed to develop research and writing skills while examining a topic in the field. Representative topics for AMST 502T include “Race in American Studies,” “American Technocultures,” “Gender and Theory in American Studies,” “Public Memory,” and “Space, Place, and Architecture.”

The “middle” 21-unit stage of our students’ progress toward the MA consists of 7 electives at the 400- and 500-level carefully chosen in consultation with the department’s graduate advisor. These courses allow our students to explore a wide variety of subjects and to continue to develop their research and writing skills with the final goal of focusing upon a thesis topic or the comprehensive exam. The middle portion is composed of three sub-areas: 12 units of 400-500 level course work in American Studies; 6 units of 500-level coursework in related disciplines (such as anthropology, communications, English, geography, history, sociology, political science, or sociology); and a 3 unit “skill elective” that allows each student to develop a practical skill through an internship, a teaching tutorial, or a formal class.

The “end” of the MA is a 3-unit carefully designed and closely advised exit requirement. Graduate students have two options for completing this capstone experience: they can write a scholarly MA thesis, or they can complete a three-part, four-day comprehensive exam. With the help of the department’s graduate advisor, each student selects a three-person committee to oversee and evaluate their thesis or comprehensive exam. Our graduate students have benefited from both exit requirements as a means of mastering the field of American Studies, with some moving on to doctoral programs and teaching jobs each year, and others applying what they have learned to their professional career paths. By the time they have successfully completed either a thesis or a comprehensive exam, students should have clearly demonstrated that they have mastered all six of our Student Learning Outcomes.

Our graduate program “Curriculum Map” illustrates this process of introducing graduate students to key ideas and skills and then offering opportunities to “practice” and ultimately to “master” them. (See [Appendix II.B. Undergraduate and Graduate Curriculum Maps](#))

C. Using data provided by the Office of Assessment and Institutional Effectiveness to discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree (see instructions, Appendices A and B).

Student Demand. The numbers of students graduating with a BA in American Studies (including double majors) has remained fairly constant, although majors declined from a high of 87 degrees awarded in 2019 to 51 awarded in 2021, most likely due to the pandemic. The data on enrollments, graduation rates, admission, and retention must be analyzed cautiously: unlike History or English, students are not offered American Studies courses in high school or community colleges, so they may arrive at CSUF never having heard of the major. Consequently, few apply or transfer as American Studies majors; most are recruited through our GE classes. In addition, during COVID students stopped out or withdrew; and recruitment of majors appears to have declined in the online environment.

Compared to our last review, however, when almost no students applied for admission to American Studies, in the past 5 years, a yearly average of 16 first-year and 8 transfer Students sought admission to CSUF as American Studies majors. Of those applicants, an average of 6 students were accepted for admission and about half of them enrolled, with transfers doing so in higher numbers than first-years. The meaning of this is unclear. When I spoke to this year's first-years who declared American Studies majors, they said that they chose the major because someone close to them, a teacher or parent or relative, had majored in American Studies and found that it met their aspirations and prepared them for their careers. The question is how to reach more prospective majors with this information. While the numbers of undergraduate admissions to American Studies are encouragingly improving, they are still very low numbers. (See [Appendix A, Tables 1-A and 1-B](#))

Most striking is the number of students who migrate to American Studies from or in combination with other majors. They do so because our curriculum is responsive to student interests and our faculty is committed to student success. For instance, although we began the 2017-18 school year with 2 first-year and 2 transfer declared majors, by the end of the 2020-21 school year, the department graduated 51 students. At the present time (November 2021), the number of AMST majors is 72, with 42 minors and 27 graduate students, for a total of 141 active students. (See [Appendix A, Table 1 and Appendix B, Tables 5-8](#))

The data on "Time to Degree" are excellent. Most AMST majors take between 4-5 years to graduate. ([Appendix A, Table 3-4](#)) These data too need to be interpreted with caution. Students are most likely to drop out of school during their freshman year; they don't usually declare American Studies as their major until they are juniors or seniors, by which time they are more likely to stay in school and remain focused on graduating. Even so, these data show that not only our majors but also our double majors graduate in an excellent time frame. This suggests that adding a second major has not slowed down graduation rates. Instead, students appear to be using the extra units needed to graduate to fulfill a second major that can enrich their original major (e.g. Communication) and will also enhance both their skills and their chances of finding jobs in diverse fields.

American Studies has no courses identified as “bottleneck” classes, but with fewer majors and minors, we cannot schedule more than one section of our required theory and methods class (AMST 350) and more than 2-3 sections of our capstone seminar (AMST 401). Thus far this hasn’t proven to be a problem, but it must be monitored closely. Faculty members follow a policy of adding graduating seniors who need one of these classes, even if this means exceeding the normal class enrollment.

D. Discuss the unit’s enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program (see instructions, Appendices A and B).

Undergraduate Enrollment Trends. The demand for our classes has remained stable. In 2016-17 we enrolled 3325 students or 665 FTES (Full Time Equivalent Students), and this number was the same in AY 2020-21. A closer look at the numbers reveals that enrollment in lower-division classes grew by 230 students while that in our upper-division classes declined by the same amount. (Lower-division: 1230 to 1460 or 246 to 291 FTES; Upper-division: 2095 to 1870 students or 419 to 374 FTES.) (See [Appendix A, Table 2](#))

This fluctuation accounts for about 7% of our total enrollment. We should monitor this trend, because at present we offer only two lower-division elective classes (AMST 101, AMST 201). AMST 201 is part of the CSUF’s American Institutions and Values GE requirement. Over the last decade we have withstood several attempts (most recently in 2020-21) to remove that requirement from the campus GE package. Should that ever happen, we would immediately see a precipitous drop in our enrollments.

Our faculty allocation has fluctuated, sometimes dramatically, in ways not captured in [Appendix C. Faculty](#). The data in that table are incomplete because they do not measure our part-time lecturers, only our tenured faculty and our “full-time-part-time” lecturers (the actual job description) or those lecturers who are entitled to teach the maximum 5 classes each semester (although for part-time remuneration and benefits).

However, taking into account all of our lecturers, we have had a precipitous cut of the equivalent of two full positions from 2019-2021. Over this period, our SFR (Student Faculty Ratio) has fluctuated from a high of 29.5 (one of the highest in the College of HSS) to a low of 27, which is still one of the highest, relative to other departments in HSS.

Graduate Enrollment Trends. During this review period, our MA program has admitted students from CSU and UC campuses as well as from other schools in California and across the U.S. and the world (including a Fulbright student from Germany). Students enter our MA program with multidisciplinary backgrounds, with undergraduate degrees in American Studies as well as History, Ethnic Studies, African American Studies, Asian American Studies, Chicano Studies, Sociology, Film Studies, English, Gender Studies, Criminology, Creative Writing, and other disciplines.

Over this period the demand for the master's program remained steady: we had 18 applicants in 2016 and 17 applicants in 2020, with respectively 11 and 14 students enrolling in the program. It is heartening to note that graduate applicants and the numbers of students held steady despite the onset of COVID-19; both are key measures of the strength of our graduate program. These numbers are on par if not slightly higher than the recent national trend for enrollments in terminal MA American Studies programs (such as UMass Boston's average enrollment of 6-7 per year, and Kennesaw State University's average enrollment of 8 per year). As we noted in our last review, there is a national decline in graduate student enrollment, as fewer students are willing to incur indebtedness to further their education. Nonetheless, the department continues to increase our recruiting efforts. In 2021, the Graduate Advisor received a grant from CSUF's Project upGRADS (part of a \$3 million grant from the U.S. Department of Education) to improve recruitment and admissions of graduate students. Regardless of enrollments, however, at present we have enough graduate students to constitute a well-functioning intellectual community, since cohorts usually take many of their classes together. (See [Appendix B, Tables 5-8](#))

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C (unit's future priorities).

Curricular Changes. We add new classes to our curriculum nearly every year. However, the campus policy on course retirement has become particularly onerous during the pandemic. (Course are retired from the catalog if not taught for 4 years.) Since 2019, 21% of our upper-division non-GE electives have been slated for retirement.

Our faculty are engaged in curricular innovations, such as the Internship Program developed by Lane, Snyder, and Woo; the Explore Core classes to be taught by Golub and Woo; and the study abroad service-learning programs initiated by Lane and Lewinnek.

Especially considering recent G.E. changes, we could benefit from a thoughtful reconsideration of the undergraduate major and minor. The structure of our major has served us well but adding new lower-division electives (currently we allow none in the major) may benefit us in the long-term.

Another future innovation would be to develop explicit double-major roadmaps in partnership with other departments, particularly those in Communications, but also with Ethnic Studies, Kinesiology, History, Sociology and other departments within and outside of HSS.

We plan to review our MA Reading Lists and review our exit options for the MA. If we decide to change these, the graduate curriculum will also change to prepare students for these changes.

These potential curricular changes are related to our mission as well to department goals 1-4 in section I.A.

F. Include information on any Special Sessions self-support programs offered by department.

See I. D.

III. Documentation of Student Achievement and SLOs

A. Describe the department assessment plan (general approaches, timetable, structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure has changed since the last PPR.

The American Studies Department has a long and ongoing history of developing and refining our direct and indirect assessment of student learning for undergraduates and master's students. At present, a faculty Assessment Committee annually assesses both undergraduate and graduate student learning.

American Studies has been lauded for its assessment plan which was featured as a "best practice" in the CSUF University Assessment Report. Our Assessment Committee was also awarded CSUF Assessment Inquiry Grants which funded two different projects: "Refining the Alumni Survey as a Tool for Indirect Assessment" and "Statistical Analysis of AMST Student Recruitment and Retention." These grants allowed us to hone our assessment tools (specifically the department exit survey) and, with the help of the HSS Student Success Center learn more about our recruitment, retention, and graduation rates. (See Appendix III.A. Assessment Report)

B. For each degree program, provide the SLOs; describe the direct and indirect assessment methods used to measure student learning; and summarize the results of the SLOs. SLOs and Direct and Indirect Assessment.

The Student Learning Objectives (SLOs) and description of direct and indirect assessment methods used to measure student learning can be found in [Appendix III.B. SLOs](#). For undergraduates, direct assessment is based on papers written for AMST 350 (Theory and Methods) or our capstone seminar AMST 401T (variable topics). Each year, the committee assesses one of our six undergraduate (SLOs). For graduate students, direct assessment is based on an answer to one of the questions on the MA exam or a student's thesis. Each year, the committee assesses one of our three graduate SLOs. In addition to these direct assessment results, our department employs numerous indirect assessment techniques, including department and college exit surveys as well as memos from instructors and MA committee chairs. These methods reaffirm our success in helping students achieve mastery of our department learning objectives.

Each year, we have exceeded the criteria for success for BA and MA SLOs, as demonstrated in the chart in [Appendix III.C. Summary of Assessment Results](#). In addition, our direct and indirect assessment methods reaffirm our success in helping students achieve mastery of our department learning objectives. For example, the 2017 HSS survey of graduating students found that 100% of CSUF American Studies majors surveyed "strongly agreed" (79.3%) or "agreed" (20.7%) that "My American Studies major has improved my ability to explore ideas critically." The 2018 HSS survey of graduating students found that 93.6% of CSUF American Studies majors surveyed (31 total) "strongly agreed" (83.9%) or "agreed" (9.7%) that "My American Studies major has improved my ability to communicate complex ideas and arguments about American culture." That same year, the American Studies Department distributed a survey to recent alumni

majors. Of those who responded, 98% reported that the major “greatly improved” (76%) or “somewhat improved” (22%) their writing ability. The 2019 HSS survey of graduating students found that 93.5% of CSUF American Studies majors surveyed (31 total) “strongly agreed” (80.6%) or “agreed” (12.9%) that “My American Studies major has improved my ability to produce original research.” We are currently in the process of assessing the most recent exit survey results and are hopeful that, despite the tumult of the pandemic, these scores will remain similarly high.

C. Describe whether and how assessment results have been used to improve teaching and learning practices, and/or overall departmental effectiveness. Please cite specific examples.

While we are thrilled with our continued success in exceeding our SLO criteria, the assessment process has also identified areas for improvement in how our department prepares and evaluates students. For example, while reviewing the undergraduate essays assembled for assessing undergraduate SLO 2 (Cultural Diversity), the assessment committee noticed that students seemed to struggle with the second component of SLO 2 (SLO 2b), which involved recognizing that categories of identity are historically constructed and change over time. Student scores for SLO 2b were lower than for the other two components. While 96% of students received an “acceptable” or “outstanding” rating for SLO 1a and 100% received those ratings for SLO 1c, only 80% received an “acceptable” or “outstanding” rating for SLO 1b. On all three parts of the SLO, students met the minimum success criteria of at least 75% of essays rated as “acceptable” or “outstanding.” However, because we continually strive for improvement, we found the disparity between student achievements on the three parts of SLO 2 somewhat concerning. As a result, the committee recommended a set of improvement actions (refining assignment prompts, providing students with samples of successful assignments), which were distributed to all AMST faculty.

D. Describe other quality indicators identified by the department as evidence of effectiveness/success other than SLOs (e.g., graduation rate, number of students attending graduate or professional school, job placement rates, etc.).

Graduation rates for our students are excellent. We also gauge the success of our department through the career paths of our graduates and alumni. According to institutional data, CSUF is one of the “top talent providers” in the region of graduates in job categories closest to our discipline, right behind UCLA and USC. Exit surveys of BA and MA students demonstrate that students feel that American Studies has prepared them to move into careers in education, including elementary, secondary, and community college teaching; library science; and increasingly in positions in student service divisions in higher education. Alumni also work for nonprofits, the entertainment industry, journalism, and business. (*American Studies Program Development and Review Report*, Office of Assessment and Institutional Effectiveness, 15.)

We also gauge the effectiveness of our MA program by the success of our students in acceptance into doctoral programs. Between 2015 and 2021, 14 of our students were admitted into doctoral programs, at institutions including University of Pennsylvania, Indiana University, University of Pittsburgh, University of Texas at Austin, University of Iowa, and University of British Columbia. Reflecting the interdisciplinary nature of our program, our graduates have been accepted into Ph.D. programs in American Studies, History, Anthropology, Ethnomusicology

and African American Studies, and Gender, Race, Sexuality, and Social Justice. All these students were admitted with 4-5 years of funding and financial support. During the review period, two of our graduate students were awarded highly competitive and prestigious Sally Casanova Pre-Doctoral Scholarships (the Casanova program supports the doctoral aspirations of CSU students). In addition, several our students and alumni have been profiled on the CSUF webpage or by the local press. In addition, 6 of our MA alumni have published books. These works offer evidence of the department's interdisciplinarity, for some are American Studies scholars, others have written books in other fields, including history, education, anthropology, psychology, or even works of fiction. (See [Appendix III.D. Student Accomplishments](#))

We attribute their success not only to their own talents and very hard work but also to the excellent advising and guidance they've received about how to build a resume, how to present their work at conferences, and how to apply to graduate schools – guidance supplied by Golub, our M.A. advisor during this review period.

E. Many department are offering courses and programs via technology (e.g., online, etc.) or at off-campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?

In 2019-20, we received an Assessment Inquiry Grant to run a set of queries around recruitment, retention, and graduation rates. Specifically, we wanted to learn when, and after what courses, students tend to officially declare the AMST major (few students enter CSUF as AMST majors, most discover their passion for the subject through GE courses). We also wanted to compare our retention and 4-year graduation rates over time and to other departments across HSS. One finding was that “student success also varied by whether courses were taken online or in-person, with lower success rates taken online.” With the abrupt switch to a complete virtual environment in March 2020, which continued for another academic year, our faculty committed themselves to an array of workshops and instruction on online teaching. It seems clear that AMST faculty have already benefited from research on how to effectively engage, support, and retain students in online and virtual courses, and this is something we will continue to assess. ([Appendix III.A. Assessment Report](#))

IV. Faculty

IV. A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERP's, resignations), and how these changes may have affected the department's academic offerings. Describe tenure density in the department and the distribution among academic rank (assistant, associate, professor) [See instructions, [Appendix C](#)]. Attach faculty vitae (see [Appendix D](#)).

Since our 2014 review, four faculty have fully retired; one has entered FERP (Faculty Employee Retirement Program) and will teach each fall and fully retire after the fall 2025 semester.

In anticipation of these retirements, we have hired four new assistant professors since our last review. In 2016, we conducted a search for two tenure-track professors. This search was very

successful, and in fall 2017, Fingal and Kanosky joined our faculty. Fingal specializes in North American borderlands and environmental history, while Kanosky specializes in crime, prisons, and cultures of security. In 2019, we added Gonzaba and Rowe to our faculty. Gonzaba's research focuses on race and the politics of LGTBQ nightlife in the modern US, while Rowe's research addresses African-American body politics, hair, and beauty. These faculty have added new courses to our curriculum (AMST 332: Science and Modern America; AMST 454, American Nightlife) and revitalized our classes on the Body, Nature and Culture, the West, Crime and Punishment, Women, Race, and Ethnicity, and Race and Popular Culture.

Tenure density in our department is currently 67%, with six full professors, two associate professors, and four assistant professors. Our FTEF is 21 and includes 12 tenure-track or tenured faculty and the FTEF equivalent of 9 positions filled by 17 lecturers. (See [Appendix C. Faculty](#))

IV. B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.

As we have done in the past, we will pursue a policy of slow and steady growth. Any growth must consider the variable and changing demand for the GE program requirements and courses. In addition, we see advantages to hiring new assistant professors in pairs. It is likely we will hire in the next 3-7 years; the specializations we're considering are 19th century US cultural history, Indigenous studies, and modern medicine, as well as established disciplinary specializations in popular culture, gender variance, sexualities, California cultures, and global American Studies.

IV. C. Describe the role of full-time or part-time faculty and student assistants in the department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.

No courses are assigned solely to part-time faculty. All full-time faculty regularly teach two GE classes and one elective (unless they have assigned time). While we conduct teaching tutorials for our graduate students via AMST 596, we rarely have funding for teaching assistants. In Spring and Fall 2021, we offered a total of 153 classes; of these, 30% percent were taught by tenured or tenure-track faculty, while 70% were taught by lecturers.

Lecturers constitute an important part of our program. The 17 lecturers currently teaching for American Studies are a diverse group. While the majority hold doctorates (41%) or are ABD (18%), others are graduates of our MA Program (41%). Our staff works tirelessly to provide them with their desired schedules, and they are provided with reasonable office space and the technologies (laptops, webcams, tablets) that they need for teaching. When opportunities arise, we provide them honoraria to take various on-campus trainings and provide travel funding for those who present at conferences. We invite lecturers to our department colloquia, and several have participated in meetings of the California American Studies Association. With an eye toward ensuring diversity, equity, and inclusion among all faculty, we will continue to revisit department policies and practices regarding lecturers.

IV.D. Include information on instructor participation in Special Sessions self- support programs offered by the department.

See I.D.

V.A. Briefly describe how the department advises its majors, minors, and graduate students.

American Studies faculty serve as undergraduate academic advisors for our majors and minors. This is mainly done through appointments. We monitor student progress through CSUF's system of "grad checks" done the semester before graduation to alert students of outstanding requirements. The chair reaches out to new American Studies majors, and faculty recruit new majors via in-class and online recruitment and through campus orientations.

All full-time faculty also serve on MA Comprehensive Examination Committees and Thesis Committees and thus advise graduate students, but the responsibility for advising MA students largely falls to Golub, the department's graduate advisor.

Data gathered from our indirect assessment procedures clearly indicate we have been advising effectively, but they also show there is still room for improvement. We will continue to monitor student perceptions about the "quality of advisement" as well as graduation rates.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.

During this review period, American Studies undergraduates and graduate students had many opportunities to participate in symposia, digital humanities projects, internships, and much more. The most important of these, most of which are ongoing, include:

Annual ASSA Symposium. For the past decade, the American Studies Student Association (ASSA) has sponsored a one-day symposium in which approximately 10-15 students have the opportunity to present their research and projects as part of HSS Week. The Symposium features a keynote speaker selected by the students. The symposium was developed by Golub; the symposium won the campus "Tuffy Award" for Best Program of the Year with Woo as advisor (2017). Under new faculty advisors Fingal and Rowe, this outstanding ASSA event continued virtually even during the campus shutdown due to COVID-19.

Mapping the Gay Guides Project. Gonzaba's digital history project, [*Mapping the Gay Guides*](#), will introduce the methods of queer history and the digital humanities to several cohorts of CSUF AMST graduate students. An NEH grant awarded the project \$349,000, and the bulk of the funds are used to hire American Studies MA students to work on the project for the next three years. It's expected that by 2024, around 20 CSUF American Studies graduate students will have worked on the *Mapping the Gay Guides* project as paid graduate assistants.

Internships. The American Studies Internship Program, founded in 2016 by Snyder and Lane, was developed in response to American Studies students' desire, expressed in exit surveys, for greater career preparation within our major. As has been widely noted, unpaid internships can reproduce social inequalities because it is difficult for less advantaged students to forego pay or course credit, especially when already working long hours outside of school. Offering course credit for internships, as our program does, gives more students access to the valuable experiences and connections internships can provide. Since 2016, we have enrolled 69 interns—51 undergraduates and 18 graduate students. Our interns have gained experience, skills, and professional connections in museums, schools, libraries, law firms, non-profit organizations, book and magazine publishers, and on the CSUF campus. In 2020, Woo created the Social Justice Internship to engage the American Studies students, faculty, and staff in projects aimed at social transformation. The internship aims to 1) create a digital resource page; 2) coordinate with the CSUF-King Reading Partnership; and 3) develop events that further the department's efforts to foster equity, inclusion, and justice.

Community Collaboration CSUF-King Reading Partnership. Developed by Woo in fall 2021, this program brings CSUF students together with Martin Luther King, Jr. Elementary School students through a shared love of reading. CSUF volunteers lead read-a-louds with the Santa Ana students. The grade-level appropriate books center on themes of diversity, equity, and inclusion and are held monthly throughout the year. The program currently has 8 participating teachers, 150 students (Grades 1-5) from King Elementary, and 17 CSUF undergraduate, graduate, and alumni volunteers. We hope to grow this program in the future to include reading and writing workshops for the elementary students and an opportunity for them to visit CSUF.

Collaborative Faculty-Student Research on Fandom. In 2017, Golub and MA student Ashley Loup (who was hired by the department as a paid research assistant) conducted a pedagogical research project on fandom, analyzing 135 undergraduate essays about fan communities that were written for Golub's AMST 300 "Introduction to American Popular Culture" GE course. Golub and Loup performed a content analysis on the essays and co-authored an article, "Engaging Fan Cultures: What Students Learn When They Study Fans," that was published in the peer-reviewed journal *Participations: Journal of Audience and Reception Studies*. Loup is currently a doctoral student in American Studies at University of Iowa.

Collaborative Faculty-Student Research on *A People's Guide to Orange County*. As lead author of her forthcoming book, *A People's Guide to Orange County*, Lewinnek collaborated with students, former students, and lecturer and tenure-track faculty across campus. An MA student took photographs for the book; three lecturers participated by taking more photographs, leading lessons with their high school students, and contributing ideas about LGBTQ sites. Students in Lewinnek's classes were early readers of drafts and provided feedback, as were students in Jamila Peru's History class. John Carroll (GEOG) made the maps. The project was truly interdisciplinary, drawing on multiple levels of CSUF expertise.

Becoming authors in or editors of *The American Papers*. Our journal of student writing, *The American Papers* (AP), has been published annually by the department for over 30 years. Funded by the Interclub Council, each year's volume includes the best student essays, as judged by a student editorial board. Since 2015, 85 students have had their research accepted for publication

in the *AP* while 74 students have worked as members of its editorial boards. This is an excellent opportunity for students to learn how to revise a paper for publication, and how to put together a journal. The team of editors is overseen and advised in every phase of the project by faculty advisors Kanosky and Gonzaba, who took over duties from Abnet. (See [American Papers](#))

California American Studies Association Annual Meeting. The California American Studies Association (CASA), the regional chapter of our national organization (ASA), is sustained by faculty from CSUF, CSULB, SDSU, and other local institutions. BA and MA students from American Studies and other departments present papers at its meetings. Faculty mentor these students through what are often their first conference presentations. We look forward to CASA's Spring 2022 meeting, with Abnet as its Vice President.

Graduate Students as Teaching or Research Assistants. Graduate students enrolled in our Teaching Tutorial work closely with individual faculty teaching large GE classes, allowing graduate students to develop their own skills as teachers or researchers.

VI. Resources and Facilities

VI. A Itemize the state support and non-state resources received by the department during the last five years (see instructions, Appendix E).

While faculty members have received a number of internal grants from HSS and CSUF, the department has not received any additional state support. However, faculty members have won several external research grants, both large and small, during this period. (See [Appendix E. Resources](#))

VI.B. Identify any special facilities/equipment used by the department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.

We do not use any special facilities, although we utilize at least 4 large classrooms every semester. We have access to a conference room that we share with Religious Studies (GH210A). It is a tight fit for twelve people, particularly when we are interviewing. In addition, before the pandemic, this room was primarily used as a drop-in study center, library, and meeting place for American Studies students. Having a place where our students can spend time helps to promote involvement in campus activities, particularly on a commuter campus, and we hope it will return to this function. A priority for the future is to have a dedicated department conference room to hold larger meetings, conduct interviews more effectively, and avoid scheduling conflicts with students and Religious Studies faculty.

We currently have adequate office space for our faculty, although we would love to be able to offer full-time lecturers individual (rather than the shared) offices. If we keep all the classrooms we now use we should be fine, although more rooms that seat 40+ students are always welcome.

VI.C. Describe the current library resources for the department, the priorities for acquisitions over the next 5 years and any specialized needs such as collections, databases, etc.

We are fortunate that last year (AY 20-21) Associate Dean Jessica Stern piloted a program in which we acquired thirteen fantastic new digital databases, ranging from collections on Native American history and culture, Black newspapers, civil rights, race in global perspectives, and *Rafu Shimpo* (an LA Japanese Language newspaper). American Studies was directly involved in this acquisition, with Gonzaba serving on the committee that made the recommendations for these acquisitions, while Woo received a grant to redesign her AMST 324 (American Immigrant Cultures) class to use these primary source collections.

VII. Long-term Plans

VII.A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity (see instructions, [Appendix F](#)).

1. Plans Focused on Curriculum Development

- Develop new courses to match student need, faculty research, and developments in the field.
- Refine assessment to ensure that students have succeeded in achieving our SLOs.
- Review the structure of the undergraduate major and minor.
- Expand our curricular content focused on competencies in equitable pedagogies.

Budget Needs. We need to equitably compensate faculty who serve in curricular-intensive roles, such as curricular development, undergraduate advising, or coordinating programs such as the internship and outreach. We noted this issues in our last review, as did our reviewers.

2. Plans Focused on Students

- Promote student success through careful monitoring of progress toward graduation.
- Participate in High Impact Practices (HIP), collaborative, experiential, and co-curricular learning such as Internships, Explore Core, and Study Abroad programs to broaden the experiences of our students.
- Focus on Career Guidance and partner with the Student Affairs Division to reach this goal.
- Develop more scholarship opportunities for our students.
- Develop recruitment strategies for majors and minors.

Budget Needs. Same as above. We have several scholarships for our majors, including the Vaca and Napolin Scholarships; and our emeritus Michael Steiner generously endowed a travel scholarship for our undergraduates. However, while the Weaver Prize is awarded to a graduate student every year, ideally, we need one or more scholarships to support MA students.

3. Plans Focused on Faculty

- Thoughtfully hiring a diverse faculty trained in interdisciplinary methods.
- Integrate lecturers into department culture and governance, finding ways to support their professional travel and move them into bona fide “full-time” positions.
- Support faculty research by pursuing funding opportunities.
- Create governing documents and revise department personnel standards to create structures for equity, diversity, and inclusion in faculty teaching, service, and the allocation of resources for research.

Budget Needs. Assistant Professors are given a lump sum in start-up money for their research, and travel for tenure track faculty is evenly split between the HSS Dean’s Office and our own Operating Expenses (O&E). Lecturers have no travel funding, although occasionally we can draw on budget supplements (e.g. Course Match). Having adequate funding to support faculty research and travel is crucial not only for maintaining faculty morale but also for recruiting and retaining a diverse and highly talented faculty.

4. Plans Focused on Alumni

- Maintain closer ties with our alumni, particularly through new social media.
- Try to increase alumni involvement in funding scholarships for our majors and MA students.

Budget Needs. Work with the SSRC to undertake an extensive survey of our alumni. This would be extremely useful in discovering employment trends and other student needs. We also plan to reach out to our alumni to seek help in funding more scholarships for our majors (see 2 above).

5. Plans Focused on Staff

- Work with staff and administration to revise staff positions and provide more room for staff growth through the acquisition and development of new skills and responsibilities, along with commensurate compensation.

Budget Needs. Work with administration to plan for these changes.

VII.B. Explain how the long-term plan implements the University’s mission, goals and strategies and the unit’s goals.

These long-term plans reflect CSUF’s mission and strategic plan in multiple ways. Our curricular goals will foster the development of an innovative, interdisciplinary, and emancipatory curriculum that cultivates critical citizenship skills, prepares students to contribute to the economy and culture of our region and the larger society, and fosters student success in a diverse and changing global society (I.A.1). Our plans will reflect our aim to “offer classes that reflect diversity in their local, national, and global dimensions, including respect for ethnic, racial, gender, sexual, religious, generational, regional, and class-based differences” (I.A.2; I.A.7).

Our student-centered goals reflect our aim to “retain and expand the number of successful majors, minors, and graduate students by offering engaging courses that explore cultural continuity and change, and by providing individual guidance and advisement” (I.A.4). They will also “promote and assess methods of teaching that develop critical thinking, interpretive skills, and effective research and writing” (I.A.3).

Our curricular and student-centered goals intersect with the university mission to “enrich the lives of students” and educate “confident, innovative and culturally competent students” who meet “workforce demands, social justice challenges, and community service opportunities.” They also reflect the university’s commitment to a “transformational experience” and its objective to “engage students in high-impact curricular and co-curricular activities” as well as its commitment to “strengthen opportunities for student completion and graduation.”

The long-term plans for faculty will help us reach the goal of an “intellectual environment that produces innovative interdisciplinary scholarship, and provides nationally recognized expertise in gender and sexuality, ethnic, racial, regional, ethnographic, environmental, technology, and

media studies, as well as other areas of cultural history” (I.A.5). Our long-term hiring plan meets the goal to “recruit and retain a highly qualified and diverse faculty of effective teacher-scholars whose research is based on emerging trends in interdisciplinary scholarship and methods” (I.A.6). In addition, these goals intersect with the aim to “implement principles of equity in our shared departmental responsibilities through our department personnel standards, governing guidelines and practices, and allocation of resources” (I.A.9) and our commitment to “pursue opportunities for external and internal funding for research as well as for international exchanges and interactions, both for faculty and for students” (I.A.7).

These match the CSUF mission of recruiting and retaining a “high-quality, diverse faculty and staff” and embracing “collegial governance” principles of “inclusivity, consultation, collaboration, and transparency.”

The long-term plans for staff meet our goal to pursue “opportunities for staff development” (I.A.8) while those for alumni will promote an “inclusive sense of an American Studies culture and community” (I.A.10). Both intersect with the university’s objective to improve “connection to the university” and to “build and support programs that enhance a sense of belonging and community.” With regard to staff in particular, our goal intersects with the university mission to employ “equity-minded practices across all campus communities.”

VII.C. Explain what kinds of evidence will be used to measure the unit’s results in pursuit of its goals, and how it will collect and analyze such evidence.

Evidence of the success of our plans for student involvement will be assessed through our existing assessment process, using undergraduate and graduate student papers and exit surveys. Evidence of curricular development will include the development of new courses; the participation of faculty in Study Abroad and Study Away programs; the participation of faculty in cross-campus projects such as Explore Core; and the Internship Program. We will collect and discuss this evidence periodically, as part of our department meetings, using evidence such as new course proposals and faculty reports on their curricular ventures.

Evidence of the success of our plans for faculty will be reflected in high-quality scholarly monographs, peer-reviewed articles, web-based digital projects, public-facing writing, and other forms of scholarship. In addition, we measure our goals by presenting research at conferences or using relevant archival collections. Our faculty have been extremely successful in acquiring external funding from highly competitive sources like the NEH, which will also be evidence of our success.

We will know that we have met our goals for cultivating successful alumni relations as we hear more from them or if they donate, as some do now, to our student scholarships and faculty awards. We will meet our goals for staff when their job descriptions expand some of their duties and contract others, with the requisite improvement in their salaries and work lives, especially considering changes due to our return to campus after COVID-19.

D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

American Studies is a fully state-supported academic department. Since our O&E (Operating and Expense Budget) only covers half of our travel expenses, we can support curricular innovation or student involvement only by applying for internal funding from the FDC, Provost, or through CCF. Several faculty have received grants—most notably Gonzaba’s NEH grant for *Mapping the Gay Guides*—that fund graduate students or support long-term leaves devoted to research, but these remain exceptional.

In the next 3-7 years we will be seeking funding to hire additional tenure-track faculty or to create bona fide “full-time” positions for lecturers, in the form of assigned time for faculty who implement direct substantial curricular innovations, for instance, for programs, internships or outreach.

We have been grateful for the support of the HSS Dean’s Office in providing assigned time for new tenure-track faculty, so that, beginning in AY 2019-20, assistant professors teach a 2-2 load for their first two years at CSUF. We also acknowledge the support of the Provost who, in response to COVID-19’s deleterious impact on faculty teaching and research, gave tenure-track faculty the option of pausing the tenure clock; provided all assistant professors assigned time for one course in spring 2022; and gave assistant, associate and full professors financial support for their summer research projects. We have received generous CCF funding for our student events and stipends for our faculty for summer advisement. We welcome this additional support; indeed, we would not thrive as well as we do without it.

Conclusion

In closing, our last PPR reviewers lauded American Studies at California State University, Fullerton as an exceptional department. “Marked by high accomplishments and robust energy in teaching, scholarship, and service,” they noted, “the department and its members also demonstrate a high degree of collegiality and care. At each level of academic life, they excel.”

This is high praise indeed, and it has been the work of many generations of American Studies faculty, staff, and students to build the kind of department that could garner such a stellar commendation. To grow, improve, and continue to excel in our teaching, research, and service, will require a judicious increase of support in our funding for student events; faculty curricular and research innovations and service obligations; a realignment of the roles of our support staff; and an augmentation of our physical space.

Our goal for the next few years is to take stock of what we have become, particularly in light of the enthusiasm, energy, and insights of our new colleagues, and to take our department in new directions. Guided by our commitment to interdisciplinary liberal arts education, as well as to the pursuit of diversity, equity, and inclusion within and outside of the classroom, we do an excellent job of instilling intellectual curiosity and critical thinking skills that help students understand their roles within a complex, ever-changing global society. In addition to encouraging our students and graduates to become successful professionals, we also impart to them a desire to learn, to care for and respect others, to nourish their imaginations, and to think for themselves—the essential traits of informed citizens and thoughtful human beings.

2021-2022 PPR Tables: American Studies (BA & MA)

Office of Assessment & Institutional Effectiveness

APPENDIX A. UNDERGRADUATE DEGREE PROGRAMS

Table 1. Undergraduate Program Applications, Admissions, and Enrollments

Table 1-A. First-Time Freshmen: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2016	16	8	2
2017	10	3	2
2018	21	10	2
2019	18	6	1
2020	15	9	1

Table 1-B. Upper-Division Transfers: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2016	7	4	5
2017	9	2	2
2018	5	4	2
2019	9	4	4
2020	11	8	5

Table 2. Undergraduate Program Enrollment in FTES

Table 2-A. Undergraduate Program Enrollment by Course-Based FTES

Academic Year (Annualized)	Enrollment in FTES		
	Lower-Division FTES ¹	Upper-Division FTES ²	Total FTES
2016-2017	246.3	419.2	665.6
2017-2018	238.6	412.7	651.3
2018-2019	242.8	397.7	640.5
2019-2020	261.9	400.6	662.5
2020-2021	291.7	373.5	665.2

¹ All students' FTES enrolled in lower-division courses of the program, regardless of student major.

² All students' FTES enrolled in upper-division courses of the program, regardless of student major.

Table 2-B. Undergraduate Program Enrollment (Headcount & FTES by Major Only)

Academic Year (Annualized)	Majors						
	Lower-Division		Upper-Division (Including Post-Bac & 2 nd Bac)		Total		
	Headcount	FTES ¹	Headcount	FTES ²	Headcount	FTES ³	FTES per Headcount
2016-2017	10	8.2	66	54.8	75	63.0	0.84
2017-2018	11	9.8	63	53.9	74	63.6	0.87
2018-2019	9	8.1	62	51.9	71	60.0	0.85
2019-2020	8	6.3	57	49.2	65	55.5	0.86
2020-2021	5	3.6	50	42.3	55	45.9	0.84

¹ FTES of the lower division students who are majoring in the program.

² FTES of the upper division students who are majoring in the program.

³ FTES of all students who are majoring in the program.

Table 2-B. Supplemental: Undergraduate Program Enrollment (Headcount and FTES by 2nd Major)¹

Academic Year (Annualized)	Majors						
	Lower-Division		Upper-Division (Including Post-Bac & 2 nd Bac)		Total		
	Headcount	FTES	Headcount	FTES	Headcount	FTES	FTES per Headcount
2016-2017	7	6.6	78	67.7	85	74.2	0.88
2017-2018	4	3.5	94	80.8	98	84.3	0.86
2018-2019	2	1.5	72	58.6	73	60.1	0.82
2019-2020	3	2.9	48	41.8	51	44.7	0.89
2020-2021	2	1.6	49	41.8	50	43.4	0.87

¹ This supplemental information is provided as a courtesy for programs whose number of second majors was more than 25% of the primary majors in the most recent term reported.

Table 3. Graduation Rates for Degree Program

Table 3-A. First-Time, Full-Time Freshmen Graduation Rates

Entered in Fall	Cohort	% Graduated			Equity Gap*	
		In 4 Years	In 5 Years	In 6 Years	By Pell Status	By UR Status
2013	1	100%	100%	100%	—**	—**
2014	0	-	-	-	-	-
2015	0	-	-	-	-	-
2016	2	50.0%	100%	N/A	N/A	N/A
2017	2	0.0%	N/A	N/A	N/A	N/A

**Note: Equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2013 non-UR six-year graduation rate – 2013 UR six-year graduation rate). Please consider cohort sizes when interpreting the equity gap data.*

***Note: Student in 2013 Cohort was Pell and UR student.*

Table 3-B. Transfer Student Graduation Rates

Entered in Fall	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2015	3	33.3%	66.7%	66.7%
2016	6	50.0%	83.3%	100.0%
2017	5	40.0%	40.0%	40.0%
2018	3	33.3%	33.3%	N/A
2019	4	50.0%	N/A	N/A

Table 4. Degrees Awarded

Table 4. Degrees Awarded

College Year	Degrees Awarded	Total Degrees Awarded¹
2016-2017	35	72
2017-2018	29	75
2018-2019	38	87
2019-2020	33	68
2020-2021	26	51

¹ This supplemental information is provided as a courtesy for programs whose number of second majors is more than 25% of the primary majors in the most recent term reported.

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Note: In addition to the tables provided by OAIE, where relevant we have also included those compiled by Graduate Advisor, Adam Golub, to represent a more fine-grained analysis.

APPENDIX B. GRADUATE DEGREE PROGRAMS

Table 5.A. Graduate Program Applications, Admissions, and Enrollments (OAIE)

Table 5. Graduate Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2016	18	13	11
2017	20	19	16
2018	15	14	11
2019	6	5	4
2020	17	14	14

Table 5.B. Graduate Program Applications, Admissions, and Enrollments (AG)

Table 5. Graduate Program Applications, Admissions, and Enrollments

Entering...	Applied	Admitted	% Admitted	Enrolled	% Enrolled
Fall 2021	15	12	80%	8	66%
Fall 2020	17	15	88%	14	93%
Fall 2019	7	7	100%	5	71%
Fall 2018	16	15	93%	12	80%
Fall 2017	20	19	95%	16	84%
Fall 2016	17	13	76%	10	76%
Fall 2015	17	15	88%	10	66%

Table 6. Graduate Program Enrollment by Headcount and FTES (OAIE)

Table 6. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2016-2017	25	13.9	0.57
2017-2018	29	16.0	0.55
2018-2019	31	17.6	0.57
2019-2020	23	12.4	0.54
2020-2021	24	12.6	0.54

Table 7. Graduate Student Graduation Rates (OAIE)

Table 7. Graduation Rates for Master's Programs

All Master's Entered in Fall:	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2015	10	0.0%	60.0%	70.0%
2016	11	9.1%	45.5%	54.5%
2017	16	6.3%	25.0%	43.8%
2018	11	0.0%	36.4%	N/A
2019	4	0.0%	N/A	N/A

Table 8.A. Master's Degrees Awarded (OAIE)

Table 8. Graduate Degrees Awarded

College Year	Degrees Awarded
2016-2017	8
2017-2018	7
2018-2019	9
2019-2020	6
2020-2021	8

Table 8.B. Master's Degrees Awarded (AG)

Table 8. Graduate Degrees Awarded

	Master's Awarded	# with EXAM option	# with THESIS option
2020-2021	7	5	2
2019-2020	6	4	2
2018-2019	9	9	0
2017-2018	8	8	0
2016-2017	9	7	2
2015-2016	7	6	1

2021-2022 PPR Tables: American Studies (BA & MA)

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APPENDIX C. FACULTY

Table 9. Full-Time Instructional Faculty, FTEF, FTES, SFR

Table 9. Faculty Composition¹

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2016	8	2	1.0	1.0	6	16.0
2017	8	4	0.0	1.0	4	16.0
2018	7	4	0.0	0.5	5	16.0
2019	8	5	0.0	0.5	6	19.0
2020	8	4	0.0	0.0	7	19.0

¹ Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty.

APPENDIX D.1

AMERICAN STUDIES FACULTY CURRICULUM VITAE

TENURE AND TENURE TRACK FACULTY

Curriculum Vitae

Dustin A. Abnet, Ph.D.

Associate Professor
Department of American Studies
California State University Fullerton
dabnet@fullerton.edu
657-278-3225

Academic Appointments

Associate Professor, Department of American Studies, California State University, Fullerton, 2020-Present

Assistant Professor, Department of American Studies, California State University, Fullerton, 2014-2020

Visiting Assistant Professor, Department of History, Grand Valley State University, 2013-2014

Education

Indiana University, Bloomington, Indiana,
Ph.D., United States History, 2013

Miami University, Oxford, Ohio
M.A.: United States History, 2013
B.A.: History and Diplomacy & Foreign Affairs, *cum laude* with honors
Minor: Middle Eastern Studies, 2013

Scholarly and Creative Activities

Books

The American Robot: A Cultural History (Chicago: University of Chicago Press, 2020)

Articles

“Escaping the Robot’s Loop: Power and Purpose, Myth and History in *Westworld*’s Manufactured Frontier” in Antonia Mackay and Alex Goody, eds. *Reading Westworld*, (New York: Palgrave MacMillan, 2019)

Conferences

- November 2019 “Humanism in a Technocratic Age: The Competing Visions of Isaac Asimov and Kurt Vonnegut Jr.” on “The Crisis of Humanism in the Twentieth Century” Panel at Society for U.S. Intellectual History Conference, New York.
- April 2019 Comment on “Science, Knowledge, and Race” panel at California American Studies Association Annual Meeting

- April 2017 Comment on “Spaces of Spectatorship” panel at California American Studies Association Annual Meeting
- October 2015 “A man is what his hormones make him’: Science, Technology, and Emotions in Machine Age American Culture,” on “Emotions and Ideas in American History” Panel at Society for U.S. Intellectual History Conference, Washington, DC.
- April 2015 Comment on “Cultures of World War II” panel at California American Studies Association Annual Meeting
- March 2014 Comment on “When Nations Collide: The Local, the National, and the Transnational” panel at International Graduate Historical Studies Conference
- October 2013 “Preserving American Innocence: Children, Robots, and the National Security State in Cold War America” on “Technoculture” Panel at Society for History of Technology Annual Meeting.
- April 2013 “Protecting American Innocence: Children and Robots in Cold War America,” at Paul Lucas Conference in Cultural History.
- March 2013 Comment on “Emotions and Politics in American History” Panel at Paul Lucas Conference in Cultural History

Invited Lectures and Appearances

- February 2021 “Playing” at Revolution? Social Media, Participatory Democracy, and Political Violence, at “American Studies Contexts for Understanding January 6,” American Studies Department, California State University, Fullerton
- January 2021 [Ken Hollings, “The Robots Are Us,” BBC Radio 3](#)
- July 2020 [“A Conversation with Dustin Abnet” with Gabriel Hunter-Chang, Backstory](#)
- June 2020 [“Inquiry” with Mark Lynch. 90.5 WICN Public Radio, Boston](#)
- November 2019 “The American Robot:” Myth, Symbol, and American Studies, California State University Fullerton, Department of American Studies, Colloquium
- April 2016 Discussion and Screening of *Ex Machina*, American Studies Student Association, California State University, Fullerton.
- April 2015 “The War Against the Machines? Robots and American Identity, 1787-2015” California State University, Fullerton, Department of American Studies, Colloquium.
- April 2015 Discussion and Screening of *Her*, American Studies Student Association, California State University, Fullerton.

August 2013 “Taming Our Machines”: Race and America’s Robots, 1790-2010, at Linda Hall Library, Kansas City, MO, Available at: <http://vimeo.com/72551078>.

Book Reviews

Ronald R. Kline, *The Cybernetics Moment: Or Why We Call Our Age the Information Age*, in *Journal of American History*, (2016), 283-284; doi: 10.1093/jahist/jaw163.

Carl Abbott, *Imagined Frontiers: Contemporary America and Beyond*, in *Western Historical Quarterly*, (2016); doi: 10.1093/whq/whw116.

Jared S. Buss, *Willy Ley: Prophet of the Space Age*, in *Journal of American History*, (2019)

Seb Franklin, *Control: Digitality as Cultural Logic*, in *Technology and Culture*, (2019)

Teaching

Courses Taught

California State University Fullerton

AMST 201: Introduction to American Studies
AMST 300: Introduction to American Popular Culture
AMST 346: American Culture through Spectator Sports
AMST 350: Seminar in Theory and Methods of American Studies
AMST 401T: Proseminar in American Studies, The Fifties
AMST 401T: Proseminar in American Studies, Victorianism to Modernism
AMST 408: Gaming in American Culture
AMST 448: American Pop Culture and the World
AMST 409: Consumer Culture
AMST 459: Technology and American Culture
AMST 489: Digital America
AMST 502: Proseminar: American Technocultures
AMST 596: Teaching Tutorial
AMST 599 Independent Graduate Research

Grand Valley State University

HST 103: Introduction to American Civilizations
HST 205: American History to 1877
HST 352: Sports in American Society and Culture

Indiana University

A101: What is America? Introduction to American Studies
A202: Computers in American Life and Culture
H106: American History II
H379 A Century of Dissent: Radicalism in American History

Awards

2020	CSUF Faculty Recognition for Service Award
2013	Linda Hall Library Research Fellowship
2011	Kohlmeier Fellowship, Indiana University Department of History
2010	Kohlmeier Fellowship, Indiana University Department of History
2010	Wiseman Fellowship, Indiana University Department of History
2008	Gunderson Prize for Best Graduate Student Paper, Indiana University Department of History
2006-2010	Indiana University Department of History, McNutt Fellowship

Professional, University, and Community Service

Service to the Department

2021-2022	Chair, Assessment Committee, Department of American Studies, California State University, Fullerton
2021-2022	Member, Department Personnel Committee, Department of American Studies, California State University Fullerton
2019-2022	Chair, Website Committee. Department of American Studies, California State University, Fullerton
Fall 2018	Member, Search Committee, Department of American Studies, California State University, Fullerton
2018-2019	Chair, Assessment Committee, Department of American Studies, California State University, Fullerton
2017-Present	Assessment Committee, Department of American Studies, California State University, Fullerton
2016-2019	Graduate Admissions Committee, Department of American Studies
Fall 2016	Member, American Studies Search Committee, California State University, Fullerton
2015-Present	Web-Site Coordinator, Department of American Studies, California State University Fullerton
2015-2018	Advisor, American Papers for the American Studies Student Association, California State University Fullerton
2015-2016	Weaver Prize Committee, Department of American Studies, California State University Fullerton
2014-Present	Department Advisor

Service to the School of Humanities and Social Science

2018-2020	Chair, Study Abroad Committee
2018-2020	Member, Study Abroad Committee
2017-2018	Student Success Coordinator for American Studies Department
2016-2017	Co-Chair, Technology Committee
2015-Present	Member, Technology Committee

Service to the University

2020-Present IRA Committee, H&SS Representative
2014-Present Member, Center for the Sociocultural Sport and Olympic Research

Service to the Profession

2019-2020 Conference Committee, California American Studies Association
2017-Present Co-Vice President, California American Studies Association
2017-2018 Planning Committee, California American Studies Association Annual Meeting
January 2017 “Escaping the Robot’s Loop: *Westworld* and the Politics of Consciousness-Raising,” Blog Post, Organization of American History,
<http://www.processhistory.org/westworld-abnet/>

Professional Memberships

Organization of American Historians 2013-Present
Society for U.S. Intellectual History, 2015-Present
California American Studies Association, 2014-Present

CURRICULUM VITAE

Jesse F. Battan
Department of American Studies
College of Humanities & Social Sciences
800 North State College Boulevard
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Fullerton, CA

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EDUCATIONAL BACKGROUND

Ph.D. University of California, Los Angeles (History)
M.A. New York University (History)
B.A. University of California, Berkeley (History)

PROFESSIONAL EXPERIENCE

Interim Associate Dean for Administration, College of Humanities & Social Sciences, California State University, Fullerton	8/2013 to 8/2014
Visiting Professor, American Studies Program University of Tübingen, Germany	SS 2007, SS 2018
Chair, Department of American Studies California State University, Fullerton	8/1998 to 8/2013
Professor, Department of American Studies California State University, Fullerton	8/2003 to present
Associate Professor, Department of American Studies California State University, Fullerton	8/1992—6/2003
Assistant Professor, Department of American Studies, California State University, Fullerton	8/1988—6/1992
Lecturer, Department of American Studies, California State University, Fullerton	9/1980—6/1988

TEACHING EXPERIENCE

Courses Taught:

AMST 201 Introduction to American Studies
AMST 301 American Character
AMST 318 Hollywood and America: Using Film as a Cultural Document
AMST 333 Visual Arts in Contemporary America
AMST 401 American Utopianism
AMST 419 Love in America
AMST 460 Bohemians and Beats: Cultural Radicalism in America
AMST 502 Culture and Desire: Theoretical Approaches to the History of the Emotions

PUBLICATIONS AND SCHOLARLY ACTIVITIES

Articles and Book Chapters

"Contesting the Bonds of Marriage: Free Love in the Nineteenth Century," in Jen Manion and Nick Syrett, eds., *The Cambridge History of Sexuality in the United States*, volume 1 (Cambridge, UK: Cambridge University Press, 2022), forthcoming.

"'What *Is* the Correct Revolutionary Proletarian Attitude toward Sex?' Red Love and the Americanization of Marx in the Interwar Years," in Christopher Phelps and Robin Vandome, eds., *Marxism and America: New Appraisals* (Manchester, UK: University of Manchester Press, 2021), 43-70.

"'De-Civilizing' Sexuality? Intimacy, Erotic Life and Social Change in Modern America," in Christa Buschendorf, Astrid Franke, Johannes Voelz, eds., *Civilizing and Decivilizing Processes: Figurational Approaches to American Culture* (Newcastle, UK: Cambridge Scholars Publishing, 2011), 1-17.

"'Sexual Selection' and Social Revolution: Anarchist Eugenics and Radical Darwinism in the United States, 1850-1910," in Jeannette Eileen Jones and Patrick B. Sharp, eds., *Darwin in Atlantic Cultures: Evolutionary Visions of Race, Gender, and Sexuality* (New York: Routledge, 2010), 33-52.

"'You Cannot Fix the Scarlet Letter on My Breast!': Women Reading, Writing, and Reshaping the Sexual Culture of Victorian America," *Journal of Social History*, 37(Spring 2004)3: 601-624.

"Des Gauches Adroites?" in Jesse Battan, Thomas Bouchet et Tania Régin, eds., *Meetings & Alcôves: Gauches et Sexualités en Europe et aux Etats-Unis depuis 1850/The Left and Sexuality in Europe and the United States since 1850* (Dijon, France: Editions Universitaires de Dijon, 2004), 5-28. Co-authored with Thomas Bouchet.

"'Socialism Will Cure All But an Unhappy Marriage': Free Love and the American Left, 1850-1910," in Jesse Battan, Thomas Bouchet et Tania Régin, eds., *Meetings & Alcôves: Gauches et Sexualités en Europe et aux Etats-Unis depuis 1850/The Left and Sexuality in Europe and the United States since 1850* (Dijon, France: Editions Universitaires de Dijon, 2004), 29-46.

"An Introduction to the Socialism and Sexuality Seminar," in Gert Hekma, ed., *Past and Present of Radical Sexual Politics* (Amsterdam: Mosse Foundation, 2004), 8-10.

"'In the Marriage Bed Woman's Sex Has Been Enslaved and Abused': Defining and Exposing Martial Rape in Late Nineteenth-Century America," in Merrill D. Smith, ed., *Sex Without Consent: Rape and Sexual Coercion in America* (New York: New York University Press, 2001), 204-229.

"The 'Rights' of Husbands and the 'Duties' of Wives: Power and Desire in the American Bedroom, 1850-1910," *Journal of Family History*, 24(April 1999)2:165-186.

"Angela Tilton Heywood," in John A. Garraty and Mark C. Carnes, eds., *American National Biography*, vol. 10 (New York: Oxford University Press, 1999), 724-726.

"'The Word Made Flesh': Language, Authority, and Sexual Desire in Late Nineteenth-Century America," *Journal of the History of Sexuality*, 3(October 1992)2:223-244.

Reprinted in John C. Fout and Maura Shaw Tantillo, eds., *American Sexual Politics: Sex, Gender, and Race since the Civil War* (Chicago: University of Chicago Press, 1993), 101-121.

Reprinted in Kathy Peiss, ed., *Major Problems in the History of American Sexuality* (Boston: Houghton Mifflin, 2001), 252-263.

"The 'New Narcissism' in 20th-Century America: The Shadow and Substance of Social Change," *Journal of Social History*, 17(Winter 1983)2:199-220.

Book

Meetings & Alcôves: Gauches et Sexualités en Europe et aux Etats-Unis depuis 1850/The Left and Sexuality in Europe and the United States since 1850 (Dijon, France: Editions Universitaires de Dijon, 2004). Co-edited with Thomas Bouchet and Tania Régin.

Conference Presentations

"'What Is the Correct Revolutionary Proletarian Attitude toward Sex?' Red Love and the Americanization of Marx in the Interwar Years," Symposium on "Marx and Marxism in the United States," sponsored by the British Association for American Studies and the Department of American and Canadian Studies, University of Nottingham, UK (May 11, 2019).

"From Fourier to Freud: Changing Conceptions of 'Sexual Revolution' in the United States, 1820-1930," International Conference on *Sexual Revolutions – Sexual Politics*, International Network for Sexual Ethics and Politics, Ghent University, Belgium (February 22-23, 2018).

"Freedom Does Not Mean Joy': Sexual Revolutions and the 'Flight from Feeling' in Early 20th-Century America," Conference on "*Failing at Feelings: Historical Perspectives, 1800-2000*," Center for the History of Emotions, Max Planck Institute for Human Development, Berlin, Germany (December 15-16, 2016).

"Contesting Innocence in Victorian America: The Free Lovers' Challenge to Mr. Comstock and Mrs. Grundy," International Conference on "*Guarding Innocence: Moral Protectionism in Nineteenth Century Britain and America*," University of Cambridge, Cambridge, UK (September 3-4, 2010). I was also a participant on the conference's concluding Roundtable panel.

"How 'Misbehaving Women' Changed History: The Sexual Politics of Frances Wright, Mary Gove Nichols, and Charlotte Perkins Gilman," Comment on the Presidential Panel, "Misbehaving Women: Sex Radicals and Nonconformists Who Made U.S. History," at the *124th Annual Meeting of the American Historical Association*, San Diego, CA (January 7, 2010).

"De-Civilizing' Sexuality? Intimacy, Erotic Life and Social Change in Modern America," *American Studies Association Annual Convention*, Albuquerque, NM (October 18, 2008).

"Writing the Self, Writing a Revolution: Personal Correspondence and the Transformation of Private Life in Late Nineteenth-Century America," International Conference on "*Writing the Self in the Americas: Diaries, Letters, Life Stories*," sponsored by the American Studies Research Center at the University of Versailles, St- Quentin-en-Yvelines, France (June 22, 2007).

"Living the Life of 'Love in Liberty': Free Unions and Free Love in Late Nineteenth-Century America," Seventh International Socialism and Sexuality Conference on "*Les socialistes et le mariage - Socialists and marriage*," Laboratoire de Démographie historique de l'Ecole des Hautes Etudes en Sciences Sociales (EHESS), Paris (October 5, 2006).

"Parading Private Thoughts in Public Spaces: Making a Spectacle of Desire in Nineteenth-Century America," *American Studies Association Annual Convention*, Washington, DC (November 7, 2005).

"Performing Free Love: Oratory, Print Culture, and the Creation of a 'Sexual Revolution' in Nineteenth-Century America," *Material Cultures and the Creation of Knowledge Conference*, Centre for the History of the Book, Institute for Advanced Studies in the Humanities, University of Edinburgh, Scotland (July 23, 2005).

"'Free Motherhood' and 'Race Progress': A Eugenics of the Left in the United States, 1820-1910," *118th Annual Meeting of the American Historical Association*, Washington, DC (January, 2004)

"The Passionless Woman: Prescriptive Ideology, Social Identity, and Sexual Experience in Victorian America," Conference on "*Women's Sexualities: Historical, Interdisciplinary, and International Perspectives*," sponsored by The Kinsey Institute for Research in Sex, Gender and Reproduction, IU Gender Studies Department, IU History Department, and the Social Science Research Council, Indiana University (November 2003).

"The Good Time Coming: Parallel Revolutions in the Body and the Body Politic in Late Nineteenth and Early Twentieth-Century America" Fourth International Socialism and Sexuality Seminar on *Sexuality and Millennialism*, Center for Millennial Studies, Boston University, Boston (April 25, 2003).

"'Socialism Will Cure All But a Bad Marriage': Free Love and the American Labor Movement, 1850-1910," Third International Socialism and Sexuality Seminar on *Labour Organizations and Sexuality*, Université de Bourgogne, Dijon, France (October, 2001).

"'You Cannot Fix the Scarlet Letter on My Breast!' Women Reading, Writing, and Reshaping the Sexual Culture of Victorian America," *Women in Print Conference*, Center for the Study of Print Culture in Modern America, University of Wisconsin, Madison (September, 2001).

"Communities of Sentiment, Ties of Affinity: Reading, Desire, and Sexual Reform in Nineteenth-Century America," *Gutenberg 2000: An International Conference on the History of the Book*, sponsored by the Gutenberg Institute for the History of the Book (University of Mainz), the Gutenberg Society, and the Society for the History of Authorship, Reading, and Publishing, Mainz, Germany (July, 2000).

"'Why Do So Many Wives Grow Disgusted With Their Husbands?' Exploring the Emotional Lives of Husbands and Wives in Nineteenth-Century America," *Third Carleton Conference on the History of the Family*, Carleton University, Ottawa, Canada (May 15, 1997).

"'I Was not Always Passionless, Who is to Blame that I am Now? Expanding the Boundaries of Sexual Identity in Victorian America," *87th Annual Meeting of the Organization of American Historians*, Atlanta, Georgia, April 15, 1994.

"Creating a 'Republic of Love': The Utopian Quest for the Liberation of Desire in Nineteenth-Century America," *Annual Meeting of the Society for Utopian Studies*, Las Vegas, NV (November, 1991).

Invited Lecture

"Love in America: Exploring the History of the Emotions," at the *Deutsch-Amerikanische Institut* in Tübingen, Germany, on July 2, 2007. This event was co-sponsored by the Department of American Studies, University of Tübingen.

Book Reviews

Featured Review of Peter N. Stearns, *Fat History: Bodies and Beauty in the Modern West* (New York: New York University Press, 1997), in the *Journal of American History*, 85(June 1998)1:194-196.

Review of Christopher Clark, *The Communitarian Moment: The Radical Challenge of the Northampton Association* (Ithaca, NY: Cornell University Press, 1995), in *Utopian Studies*, 8(1997)2:126-128.

Review of Gail Bederman, *Manliness & Civilization: A Cultural History of Gender and Race in the United States, 1880-1917* (Chicago: University of Chicago Press, 1995), in the *Journal of Family History* 22(October 1997):499-500.

Review of Richard W. Fox and T. J. Jackson Lears, eds., *The Power of Culture: Critical Essays in American History* (Chicago: University of Chicago Press, 1993), in the *Journal of Social History* 27(Spring 1994)3:657-659.

Review of Roger Wunderlich, *Low Living and High Thinking at Modern Times, New York* (Albany, NY: State University of New York Press, 1992), in *Utopian Studies*, 5(1994)1:232-234.

Review of Casey Blake, *Beloved Community: The Cultural Criticism of Randolph Bourne, Van Wyck Brooks, Waldo Frank, and Lewis Mumford* (Chapel Hill: University of North Carolina Press, 1990), in *American Studies International* 30(October 1992):101-102.

Review of Sally L. Kitch, *Chaste Liberation: Celibacy and Female Cultural Status* (DeKalb: University of Illinois Press, 1989), in the *Journal of the History of Sexuality* 1(January 1991)3:526-528.

Review of Mark Kitchell, prod., *Berkeley in the 60s* (1990), in the *Journal of American History* 77(December 1990)3:1125-1126.

Work in Progress

Manuscript titled *Intimate Revolutions: Radical Encounters with Modern Love and Desire in 20th Century America*.

PROFESSIONAL ACTIVITIES

Peer-Reviewer, *Frontiers of Narrative Studies* (October, 2016)

Peer-Reviewer, *Journal of American History* (November 2008)

Peer-Reviewer, *Journal of the Canadian Historical Association* (August 2008)

Peer-Reviewer, *Journal of Family History* (January 1997)

AWARDS

Appointed an *Eccles Centre Visiting US Fellow in North American Studies* for 2012. The award, administered by the British Association for American Studies, funded one month of research at the British Library in London in support of my current project, "Incompatible Bedfellows': Love and Freedom in Early Twentieth-Century America."

Recognition for Outstanding Service, 2012, CSUF (April 2012)

Senior Faculty Summer Research Grant, CSUF (February, 2012)

Awarded a Sabbatical Leave for Spring, 2012

Recognition for Exceptional Teaching Effectiveness, Outstanding Teacher Scholar Award, 2005-2007, CSUF (April 2008)

Recognition for Outstanding Scholarship & Creative Activity, 2004-2006, CSUF (April 2007)

Awarded a Sabbatical Leave for Spring, 2004

International Travel Grant, Faculty Development Center, CSUF (2000)

Awarded a Sabbatical Leave for Spring, 1998

International Travel Grant, Faculty Development Center, CSUF (1997)

General Faculty Summer Grant from the CSUF Foundation (1997)

Senior Faculty Summer Research Grant, CSUF (February, 1993)

Awarded a Sabbatical Leave for Spring, 1991

Junior Faculty Summer Research Grant, CSUF (February, 1990)

Junior Faculty General Research Grant, CSUF (February, 1989)

Outstanding Faculty Advisor Award, Presented by the California State University, Fullerton, Student Activities Center, May 1984

SERVICE

Department Service

Member, Department Curriculum Committee, 2019-2022

Chair, Department Personnel Committee, 2021-2022

Chair, Department Personnel Committee, 2020-2021

Chair, Department Personnel Committee, 2018-2019

Chair, Department Personnel Committee, 2017-2018

Chair, Department Personnel Committee, 2016-2017

Chair, Department Personnel Committee, 2015-2016

Member, Department Personnel Committee, 2014-2015

Chair, Department of American Studies, 1998-2013

Chair, H&SS Commencement Committee, 2001-2011

Member, H&SS III Commencement Committee, 2000-2001

Chair, H&SS II Commencement Committee, 1999-2000

Chair, H&SS II Commencement Committee, 1998-1999

Member, Department Personnel Committee, 1995-1996

Member, Department Budget Committee, 1994-98

Chair, Weaver Graduate Prize Committee, 1994-96

Chair, Department Personnel Committee, 1994-95

Member, Personnel Guidelines Revision Committee, 1994-95

Member, Asian-American Studies Search Committee, 1994-95

Member, Weaver Graduate Prize Committee, 1993-94

Member, Department of American Studies Performance Review Committee, 1993-94
Co-Faculty Advisor to the American Studies Student Association, Department of American Studies, 1981-87

Co-Organizer, American Studies Symposium on "The American Family in Transition," CSU, Fullerton, March, 1983

Library Coordinator, Department of American Studies, 1980-89, 1991-present

Research Coordinator, Department of American Studies, 1980-83

Service to the School of Humanities and Social Sciences

Member, H&SS Associate Dean Search Committee, 2019-2020

Member, HSS GE Working Group, 2017

Member, H&SS Ad Hoc Committee on Anthropology, 2010-2012

Member, H&SS Dean's Ad Hoc Advisory Committee, 2009-2013

Chair, H&SS Administrative Fellow Search Committee, Summer 2009

Member, H&SS Assistant Dean Search Committee, Spring 2006

Member, H&SS Associate Dean Search Committee, Spring 2002

Chair, H&SS Curriculum Committee, 1990-1991

Member of the H&SS Curriculum Committee, 1989-1990

Service to the University

In conjunction to with Professor Dr. Horst Tonn I created a summer semester faculty exchange program between the Department of American Studies at CSUF and the University of Tübingen's American Studies Program (Abteilung für Amerikanistik) in Germany. This program began in the summer of 2007 when I taught a graduate seminar on "Bohemians and Beats: Cultural Radicalism in America" in their summer semester. The following year (summer 2008) Professor Tonn taught a course he created, American Studies 430: Documentary Expression in Post-War America. In

addition to the teaching exchange program, we have developed common research projects, such as the annual American Studies Association (2007) conference panel which included me as well as faculty from the American Studies programs at the University of Tübingen and the University of Frankfurt. We have also worked on collaborative scholarship projects, such *Civilizing and Decivilizing Processes: Figurational Approaches to American Culture* (2010). In 2018, I again taught a graduate seminar on "Love in America" in their Summer Semester.

Internal External Reviewer, Department of History, Program Performance Review, December 2012

Internal External Reviewer, Department of Asian American Studies, Program Performance Review, February 2011

Member, General Education Reform Committees for the requirements for American Institutions and Values, Introduction to the Social Sciences, Explorations in Social Sciences, Lifelong Learning and Self-Development, and Cultural Diversity, 2009-2010

Internal External Reviewer, Department of English, Comparative Literature, and Linguistics, Program Performance Review, November 2004
Member, University Vision Committee on Academic Quality, 2005-2007

Cesar Chavez Heroes Project Culmination Day. Tuesday, December 2, 2003

Member, University Planning Committee, 1998-2005

Member of General Education Subcommittee to Draft Learning Goals for GE Section II, "Historical and Cultural Foundations", Fall, 1997

Participation in the University Mentor Program, 1987-2003

SARA C. FINGAL

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800 N. State College Blvd., UH-313
Fullerton, CA 92831

ACADEMIC POSITIONS

2017- present	Assistant Professor, California State University, Fullerton, Department of American Studies
2014- 2017	Assistant Professor, Michigan State University, Lyman Briggs College and Department of History
2013-2014	Visiting Scholar, University of Michigan, Department of History
2012-2013	Consortium for Faculty Diversity in Liberal Arts Colleges Postdoctoral Fellow/Visiting Assistant Professor, Department of History, DePauw University

EDUCATION

2006-2012	PhD, History, Brown University, Providence, RI <i>Dissertation:</i> Turning the Tide: The Politics of Land and Leisure on the California and Mexican Coastlines in the Age of Environmentalism Directed by Robert Self
2006-2007	MA, History, Brown University, Providence, RI
2001-2005	BA, History and Environmental Studies, Scripps College, Claremont, CA

PUBLICATIONS

Book:

A Right to the Beach: Battles for California's Coast and Making Postwar Environmentalism
(ongoing book manuscript, under advanced contract with the University of Washington Weyerhauser Environmental Books Series)

Articles, Peer Reviewed:

"Latinx Environmentalism." In *Oxford Research Encyclopedia of American History*. Oxford University Press. Article published January 2019: 1-20.

doi: <http://dx.doi.org/10.1093/acrefore/9780199329175.013.421>.

"*Your House es Mi Casa: American Homebuyers in the Baja California Borderlands, 1964-1989*," *Western Historical Quarterly*, Vol. 49, Issue 1, Spring 2018: 17-41.

Essays and Chapters:

"Paraíso 'for Sale': Visions of Baja California in the Modern California Empire," *California*

History, Vol. 91, Number 2, Summer 2014: 74-75.

“Designing Conservation at the Sea Ranch,” *Environmental History*, Vol. 18, Issue 1, January 2013: 185-190.

Book Reviews:

Review of *Coastal Sage: Peter Douglas and the Fight to Save California’s Shore*. By Thomas J. Osborne. (Berkeley: University of California Press, 2017, 227 pp., \$34.95 paper).
Reviewed by Sara Fingal. *Southern California Quarterly* Vol. 100, No. 3, Fall 2018: 375-377.

Reports or studies:

“Water Heritage Project Multigenerational Conversations Analysis Report,” *Michigan Department of Environmental Quality*, September 21, 2016. Co-authored with Christian Kelly Scott, *MS*, Joseph A. Hamm, *PhD, MLS*, Bruno Takahashi, *PhD*, and Adam Zwickle, *PhD*

AWARDS

2019 FDC Faculty Recognition in Teaching Award, CSUF, November 13
2017 Service-Learning & Civic Engagement Award, Michigan State University

FELLOWSHIPS and RESEARCH GRANTS

2021 CSUF Junior/Senior Intramural Grant (\$6,978)
2021 CSUF H&SS Summer 2021 Research and Writing Stipend (\$5,000)
2012-13 Consortium for Faculty Diversity in Liberal Arts Colleges Postdoctoral Fellowship, DePauw University (\$54,579)
2012 Pacific Coast Branch of the American Historical Association Graduate Student Travel Award (\$200)
2011-12 American Association of University Women (AAUW), American Dissertation Fellowship (\$20,000)
2011-12 The Huntington Library, Wilbur R. Jacobs Fellowship (\$2500)
2010-11 Kerschner Family Brown University Graduate Fellowship, Brown University (\$25,000)
2010 Society for Historians of American Foreign Relations (SHAFR), Diversity and International Outreach Fellowship (\$1000)
2009-10 The Huntington Library, Dr. and Mrs. James Caillouette Fellowship (\$2500)
2009 Historical Society of Southern California/Haynes Foundation, Research Grant (\$1600)
2009 Tinker Foundation, Travel Grant for Research in Mexico (\$900)
2009 American Society for Environmental History Minority Travel Grant (\$500)
2006-07 Brown University, Graduate Fellowship (\$25,000)

COLLABORATIVE RESEARCH GRANTS

2016, Science Studies at State, Michigan State University Internal Grant (\$10,000)

“Youth at Risk: Understanding Controversies Related to Children, Environment, and Scientific Research”

- Principal Investigator/Team Leader on a research team that includes: Rebecca Lahr (Lyman Briggs College, Chemistry and Civil and Environmental Engineering, College of Engineering), Jennifer Carrera (Sociology) and Lisa Fine (History).

2015-2017, Michigan State University Water Science Network WaterCube Program, Internal Grant, “Abundant Resources Research Group” (\$20,000)

- Collaborated with Adam Zwickle (Criminal Justice/Environmental Science and Policy Program), Joseph Hamm (Criminal Justice/Environmental Science and Policy Program), and Bruno Takashi (Communication/School of Journalism)

INVITED PRESENTATIONS and LECTURES

- 2021 Roundtable Participant, ASEH Environmental History Week, “The Past (and Future) of Environmentalism,” Virtual due to COVID-19, April 19
- 2018 "Community Leadership Through Coastal Environmental Education," Environmental Justice, Race, and Public Lands: A Symposium, University of Oregon, May 9-11
- 2015 Roundtable Participant, “Diversity and Environmental History: Reflections on Scholarship, Scholars, and Building Community,” American Society for Environmental History, Washington, DC, March 18-22

CONFERENCE PAPERS

- 2021 “Building a Modern Leisure Empire: American Homes in Cabo San Lucas, Mexico,” Organization for American Historians Annual Meeting, Virtual, April 15-18 [accepted for 2020 annual meeting, but moved to 2021 due to COVID-19]
- 2019 “‘A Place to Get Away’: Latinx Culture and Environmentalism in Public Parks and Beaches,” American Studies Association Annual Meeting, Honolulu, HI, November 7-10
- 2019 “History Everywhere: Material Objects in the Classroom,” Pacific Branch of the American Historical Association Annual Meeting, Las Vegas, NV, August 1-3
- 2018 “Removing the ‘Best American Beach’: Environmental Privilege on the Los Angeles Waterfront,” American Society for Environmental History Conference, Riverside, CA, March 14-18
- 2017 “‘Save the Beach for Me’: Environmental Education and the Fight for Coastal Access, 1949-1987,” American Studies Association Conference, Chicago, IL, November 10-12

- 2017 “Water Pedagogy Across Disciplines: Can we analyze tap water as a historical object?”
International Water History Association Conference, Grand Rapids, MI, June 14-17
- 2017 Organizer and presenter, "Latinos and Environmentalism, " Pushing the
Boundaries of Environmental History Roundtable, American Environmental History
Association Conference, Chicago, IL, March 29 - April 2
- 2016 "The Intersection Between Civil Rights and Protests for Beach Access in Chicago and
Los Angeles, 1960-1972,” Urban History Association Conference, Chicago, IL,
October 13-16
- 2016 “The Persistent Search for California *Vieja*: Spanish Fantasies in the Borderlands,
1968-1988,” Pacific Coast Branch of the American Historical Association Annual
Meeting, Kona, HI, August 4-6
- 2015 “Beach Access as a Democratic Right: Civil Rights Protests Along the Great Lakes
Shoreline, 1960-1964,” European Society for Environmental History Conference,
Versailles, France, June 30-July 3
- 2014 “The Child Protestor: Imagery of Children and Motherhood in Environmental Protest,”
The Berkshire Conference of Women Historians Conference, Toronto, Canada,
May 22-25
- 2014 “‘The Coastal Wars:’ The Influence of Social Movements and Environmentalism on
Coastal Zone Regulation in California,” American Society of Environmental Historians
Conference, San Francisco, CA, March 13-15
- 2013 “The ‘Wild and Unconquered’ Landscape: Mid-Twentieth Century Disputes over
the Ownership of Baja California,” Western History Association Conference, Tucson,
AZ, October 10-13
- 2012 “F-rated Water: Water Pollution and Environmental Health in the Port of Los
Angeles,” Pacific Coast Branch of the American Historical Association Annual Meeting,
San Diego, CA, August 9-11
- 2011 “Who Owns the Coast?: The Battle over the Control of Southern California’s
Shoreline,” 1960s-1980s, Western History Association Conference, Oakland, CA,
October 13-16
- 2010 “Women’s Leadership, Social Justice, and the Fight over Coastal Landscapes,” Pacific
Coast Branch of the American Historical Association Annual Meeting, Santa Clara,
CA, August 13-14

2010 “Crossing *Zona Prohibida*: The Transborder History of Americans in Baja California, Mexico,” Society for Historians of American Foreign Relations Conference, Madison, WI, June 24-26

2010 “A Beach for the Ghetto?": Cabrillo Beach and Conflicts Over Coastal Landscapes,” Yale University Northeast Environmental History Conference, New Haven, CT, April 17

TEACHING

California State University, Fullerton, Assistant Professor, 2017-present

AMST350: American Studies Theories and Methods

AMST395: California Cultures

AMST401T: Research Seminar: American Culture and Nature

AMST404: Americans and Nature

AMST449: The West in Symbol and Myth

Michigan State University, Assistant Professor, 2014-2017

Comparative American Borderlands

Introduction to History, Philosophy, and Sociology of Science

Research Seminar in Water and Society

The History of Contemporary Issues

The Natural Environment: Perceptions and Places

DePauw University, Postdoctoral Fellow and Visiting Assistant Professor, 2012-2013

Environmental History of North America

Twentieth-Century United States History

Brown University, Teaching Assistant, 2007-2009

American History from 1877

American History to 1877

North American Environmental History

GRADUATE COMMITTEES

- 2021- Chair, Raymond Gandara, Race & Ethnicity M.A. Exam, American Studies, CSUF
- 2021- Committee Member, Mario Murillo, Race & Ethnicity M.A. Exam, American Studies, CSUF
- 2021- Committee Member, Kate Literte, Culture & Environment M.A. Exam, American Studies, CSUF
- 2021- Committee Member, Diana Chang, [Title TBD], M.A. Thesis, History, CSUF
- 2021- Committee Member, Luis Quintanilla, Race & Ethnicity M.A. Exam, American Studies, CSUF

- 2019- Committee Member, José Collazo, Culture & Environment M.A. Exam, American Studies, CSUF
- 2019- Chair, Jonathan Garcia, "Illegal Bodies: Borderlands, Migrant Cages, and White America," M.A. Thesis, American Studies, CSUF
- 2019-2021 Chair, Brandon Rocke, "Resorting to Health: The Culture of Southern California as a Cure and Destination," M.A. Thesis, American Studies, CSUF

SERVICE

College & University Service

- 2019- American Studies Representative, Environmental Studies Program, CSUF
- 2019-2021 College of Humanities & Social Science Faculty Awards Committee, CSUF, elected in Spring 2019
- 2018 Lecture for Humanities and Social Sciences Lecture Series, "Alternative Histories of Southern California," CSUF, February 13

American Studies Department Service

Committees

- 2021- Assessment Committee
- 2020-2021 Graduate Program Committee, CSUF
- 2019- American Studies Student Association (ASSA) Faculty Advisor
- 2019-2021 Department Website Committee
- 2018-2019 Weaver Prize Committee
- 2017-2018 Curriculum Committee
- 2017-2018 Student Success Committee

Events

- 2021 American Studies Student Association Research Symposium, April 6-9
- 2020 ASSA Film Night & Discussion on *A Quiet Place*, November 2
- 2020 American Studies Virtual Teach-In: Race, Power, and American Studies Part II Committee, June 9
- 2020 American Studies Virtual Graduation Committee, May-June
- 2020 American Studies Student Association Research Symposium, April 7
- 2019 ASSA Film Night & Discussion on *Erin Brockovich*, April 25
- 2018 American Studies Colloquium Series Presentation, "Beach Culture Beyond Malibu: Race, Class, and Lines in the Sand," March 3

Service Outside of CSUF

- 2016-2017 Education Policy Committee, Lyman Briggs College, Michigan State University
- 2016-2017 Undergraduate Teaching Committee, History Department, MSU
- 2016-2017 Advisor, Spartans 2 Students, Undergraduate Science Outreach Program, MSU
- 2015-2016 Transnational History Speaker Series Committee, Department of History, MSU
- 2015-2016 Lyman Briggs College Representative to the University Women's Organizational Coordinating Council, MSU
- 2016 Moderator for Flint Water Crisis Panel, MSU Residential College in the Arts

- and Humanities Wednesday Night Live, October 12
- 2015 Moderator for Flint Water Crisis Teach-in, MSU, November 18
- 2015 Lecture and Discussion, "The Biography of Rachel Carson," presented for History, Philosophy, and Sociology of Science (HPS) Student Association, Michigan State University (MSU), April 16
- 2012 Oral History Workshop for Winter Term Project in El Salvador, DePauw University, December 4
- 2010 Graduate Reader, *Diálogos Magazine*, Center for Latin American and Caribbean Studies, Watson Institute/Brown University
- 2009-2010 Graduate Reader, *Brown Journal of History*, Brown University

PROFESSIONAL SERVICE

- 2021 Invited Guest Speaker on Virtual Graduate Alumni Panel, Brown University, March 2
- 2020 Moderator and Co-Organizer of Panel: "Housing & Its Many Encounters: A Roundtable Discussion on the Role of Equitable Housing in Contested Cities and Suburbs," Urban History Association, Detroit, MI, October [Cancelled due to COVID-19]
- 2019 Commentator/Moderator on Panel: "Gateways and Barriers: The Making of the San Diego-Tijuana Borderlands," California American Studies Association conference, San Diego, April 12-13
- 2018 Chair and Commentator on Panel: "From Spanish Fantasy Past to American Dream" and Moderator on Roundtable: "Crafting History for the Community and the Public: New Directions in Latina History," Western Association of Women Historians, Davis, CA, April 26-28
- 2018 Chair and Commentator on Panel: "Two Types of Rights: Immigration Control and Native-American Sovereignty at U.S. National Frontiers," American Society for Environmental History Conference, Riverside, CA, March 14-18
- 2017 Commentator/Moderator on Panel: "Between the Wall and the Bridge: Comparing North American Border Environments," Association for Borderland Studies conference, San Francisco, CA, April 12 - 15
- 2016 Chair of panel, "Racial Justice and Environmental History," American Society for Environmental History conference, Seattle, WA, March 30-April 3
- 2015 Discussant and moderator on panel, "Participation and Innovation by the Marginalized," Knowledge from the Margins conference, Michigan State University, East Lansing, MI, August 18-19

PROFESSIONAL DEVELOPMENT

- 2021 FDC: “Keeping the Good Stuff: Integrating Online Components into Your F2F Course, August 2-9
- 2021 Online Education and Training (OET): Blended/Flipped Design Certificate Program, Summer
- 2021 FDC: Trauma Sensitive Pedagogies: Approaching Difficult Topics in the Classroom/During Office Hours, March 15
- 2021 FDC: Syllabus Shape Up, January 11
- 2020 FDC: Productive Online Writing with Accountability Workshop, Fall
- 2020 FDC: Teaching Remotely: Canvas Beginning and Intermediate Level, Summer
- 2018 FDC: Designing Effective Writing Prompts for Any Class (WAC), September 20
- 2018 FDC: Creative Techniques for Managing Longer Class Sessions (IMPACT), June 13
- 2018 FDC: Collaborative Learning through Classroom Discussions (IMPACT), June 13
- 2018 FDC: Collaborative Learning through Projects and Assignments (IMPACT), June 13
- 2018 FDC: I Know What You Wrote Last Summer (online summer workshop), May-July
- 2018 FDC: Writing an Article in 12 weeks-FLC, May 18
- 2018 FDC: Reduce Grading Time with Writing Rubrics and Electronic Grading Tools (IMPACT), April 26
- 2018 FDC: FEID Grant Proposal Workshop, March 13
- 2018 FDC: Active Engagement Strategies that Bring the Curriculum to Life AND Incorporating Nature Breaks to Increase Engagement (Intentional and Meaningful Pedagogy to Achieve Classroom Transformations - IMPACT Program), February 2
- 2018 Faculty Development Center (FDC) at CSUF: Designing Effective Writing Prompts for Any Class (Writing Across Curriculum –WAC Program), September 9
- 2016 QuILL: Queer Inclusive Learning and Leadership Training, Michigan State University, April 14
- 2011 Spatial Structures in the Social Sciences (S4) Fellow, GIS Institute, Brown University
- 2007-2008 Sheridan Center Teaching Certificate, Brown University

COMMUNITY OUTREACH and INVOLVEMENT

- 2016 Invited Lecture, “Civil Rights and Beach Access,” Okemos High School, Okemos, MI, November 2
- 2016 Partnered with Michigan Department of Environmental Quality (MDEQ) to

- analyze Water Heritage Project Interviews and conduct archival research
for MDEQ Michigan Water Heritage Report
- 2011-2012 After-school tutor, T.H.I.N.K. (Teaching, Helping, Inspiring & Nurturing Kids)
Together, Santa Ana, California
- 2008-2009 Mentor, ALANA (African American, Latino, Asian/Asian American, and Native
American) Mentoring Program, Brown University

NON-ACADEMIC PROFESSIONAL WORK

- 2005-2006 Science/History Instructor, Ocean Institute, Dana Point, California

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

American Society for Environmental History
American Studies Association
Organization of American Historians
Pacific Coast Branch of the American Historical Association
Western Association of Women Historians

ADAM B. GOLUB

Professor of American Studies
California State University, Fullerton
800 N. State College Blvd., UH-313, Fullerton, CA 92831
Phone: (657) 278-3438 • e-mail: agolub@fullerton.edu

Research and teaching areas: popular culture; monster and horror studies; literature and culture; history of childhood and education; American Studies methods and pedagogy

EDUCATIONAL BACKGROUND

Ph.D., American Studies, The University of Texas at Austin, 2004

M.A.T., English, Boston College, 1995

B.A., English, Vassar College, 1992

PROFESSIONAL EXPERIENCE

California State University, Fullerton

- Professor, American Studies (promotion), June 2018-present
- Graduate Advisor, M.A. Program in American Studies, August 2014-present
- Associate Professor, American Studies (promotion with tenure), 2013- 2018
- Assistant Professor, American Studies, 2007-2013

Guilford College, Greensboro, NC

- Assistant Professor (tenure-track), Education Studies, 2004-2007

University of California, Davis

- Lecturer, American Studies and Graduate Program in Cultural Studies, Spring 2003

The University of Texas at Austin

- Assistant Instructor, American Studies, 2003-2004
- Assistant Instructor, Division of Rhetoric and Composition, 1998-2000
- Teaching Assistant, American Studies and English, 2000-2001

Northfield Mount Hermon Summer School, Northfield, MA, 1999

- English Teacher, Literature and Culture of the 1950s

EF Education, Cambridge, MA, 1997-1998

- Educational Materials Developer/Textbook Writer

Brewster Academy, Wolfeboro, NH, 1994-1997

- English Teacher, 10th grade World Literature and 11th grade American Literature
- Head Coach, Cross Country Running

Cambridge Rindge & Latin School, Cambridge, MA, Spring 1994

- Student Teacher, 11th/12th grade Composition and 10th grade English

The Highcroft School, Williamstown, MA, 1992-1993

- Teacher, 10th grade English, 11th grade English, U.S. History, Intermediate ESL

St. Paul's School, Advanced Studies Program, Concord, NH, Summer 1991

- Teaching Intern, English

AWARDS, GRANTS, AND FELLOWSHIPS

- Summer Grant for Faculty Support on Scholarly Productivity, CSUF, 2021
- Writing Across the Curriculum certificate, CSUF, 2020
- Explore Core Course Development Award, CSUF, 2019
- H&SS Faculty Legacy Award for Excellence in Scholarly and Creative Activity and Innovations in Pedagogy, CSUF, 2018
- Dean's Research Award for Associate Professors, CSUF, 2016
- Faculty Recognition of Extraordinary and Sustained Service, CSUF, 2015
- Teacher Scholars Award for Exceptional Teaching Effectiveness, CSUF, 2011
- Award for Achievement in Scholarly and Creative Activities, CSUF, 2010
- CSU, Special Fund for Research, Scholarship, and Creative Activity, Summer 2009
- CSU, Special Fund for Research, Scholarship, and Creative Activity, Summer 2008
- HSSC/Haynes Research Stipend on Los Angeles and Southern California History, 2007
- Freeman Asian Studies Grant, Faculty development trip to Japan, Summer 2005
- Campbell Grant for New Course Development, Guilford College, Summer 2006
- Kenan Grant for the Improvement of Teaching, Guilford College, Summer 2005
- Spencer Dissertation Fellowship for Research Related to Education, 2002-03
- David Bruton, Jr. Fellowship, The University of Texas at Austin, 2002-03
- University Continuing Fellowship, University of Texas at Austin, 2001-02
- Robert M. Crunden Memorial Research Award, University of Texas at Austin, 2002
- Tufts University Center for Excellence in Teaching Scholarship, 1995

PUBLICATIONS

Books

Golub, Adam and Heather Richardson Hayton, eds. *Monsters in the Classroom: Essays on Teaching What Scares Us*. Jefferson, North Carolina: McFarland, 2017.

Book Chapters

“Locating Monsters: Space, Place, and Monstrous Geographies.” *Monsters in the Classroom: Essays on Teaching What Scares Us*. Golub and Heather Richardson Hayton, eds. Jefferson, North Carolina: McFarland, 2017: 91-113.

Golub, Adam and Heather Richardson Hayton. “Introduction: Monstrous Pedagogies.” *Monsters in the Classroom: Essays on Teaching What Scares Us*. Golub and Hayton, eds. Jefferson, North Carolina: McFarland, 2017: 8-16

Peer-Reviewed Scholarly Articles

“Criminal Crossovers,” Foreword to “Making a Murderer: True Crime in Contemporary American Popular Culture,” special issue of *Crime Fiction Studies*, Volume 3, forthcoming 2022.

Golub, Adam and Ashley Loup. "Engaging Fan Cultures: What Students Learn When They Study Fans," *Participations: Journal of Audience and Reception Studies* 16:2 (November 2019): 23-37.

"Making Context Matter: American Studies and the Connecting Imagination." *The Society of Americanists Review* 1:1 (Fall 2018): 113-133.

"Stomping the Undead: A Blues Theory of Zombie Culture." *Quarterly Horse: A Journal of [brief] American Studies* 1.3 (Spring 2017). <http://www.quarterlyhorse.org/spring17/golub/>

Golub, Adam and Carrie M. Lane. "Zombie Companies and Corporate Survivors." *Anthropology NOW* 7:2 (September 2015): 47-54.

"Solving the School Crisis in Popular Culture: *Why Johnny Can't Read* Turns 60." *Ethos: A Digital Review of Arts, Humanities, and Public Ethics*, 2.1 (April 2015): 4-20.

"All I Needed to Know About College Teaching I Learned as a High School Teacher." *Hybrid Pedagogy: A Digital Journal of Teaching, Learning, and Technology*. 15 September 2013.

"John Dewey vs. The Terrible Miss Dove: Frances Gray Patton's Postwar Schoolmarm and the Cultural Work of Nostalgia." *Transformations: The Journal of Inclusive Scholarship and Pedagogy* 23:1 (Spring/Summer 2012): 37-57.

"A Transnational Tale of Teenage Terror: *The Blackboard Jungle* in Global Perspective." *Red Feather: An International Journal of Children's Visual Culture* 3:1 (March 2012): 1-10.
--Reprinted in *The Journal of Transnational American Studies* 6:1 (2015).

"They Turned a School Into a Jungle!": How *The Blackboard Jungle* Redefined the Education Crisis in Postwar America." *Film and History: An Interdisciplinary Journal of Film and Television Studies* 39:1 (Spring 2009): 21-30.

"We Are What We Teach: American Studies in the K-16 Classroom." *American Quarterly* 60:2 (June 2008): 443-454.

Public Writing: Essays and Commentary

"Creativity and American Studies," guest post for *American Studier* blog, February 27, 2021

"Reading the Monster and Its Moment," guest post for *Pedagogy and American Literary Studies: A Resource for Teaching American Literature*, October 22, 2018.

"To Understand Us, Look at Monsters." *OC Register* 29 October 2014.

"Teaching Childhood Through Myth and Counter-Memory." *SHCYHOME.org*, guest post for the Society for the History of Children and Youth, September 9, 2013.

"Teaching American Studies as a Habit of Mind." *Encyclopedia of American Studies*, Forum 3 (2012).

“American Adolescent: Holden Caulfield and the Culture of Not Growing Up.” *Forbes.com* 30 January 2010.

“Lessons From the Blackboard Jungle.” *Education Week*, 25:4 (21 September 2005): 39-40.
--Reprinted as “Misunderstood Youth,” *Teacher Magazine* 17:3 (1 November 2005): 40-42.

Creative Work

“Burning Down the House,” *Atticus Review*, July 15, 2021.

“True Faith,” *Drunk Monkeys*, July 12, 2021.

“Genuine Natural Color,” *Linden Avenue Literary Journal* 72 (May 2018).

“The Lizard,” *Indicia: A Journal Curating Literary Arts* 2.2 (Winter/Spring 2018).

“The Pool Guy,” *Pulp Literature* 15 (Summer 2017): 121-130.

- First Runner Up, *Pulp Literature's* Raven Short Story Contest, 2016
- Honorable Mention, 38th New Millennium Writings Award for Fiction, 2014

“The Flute Case,” *The Bookends Review*, February 17, 2017.

- Selection, Best of 2017, *The Bookends Review*

“Downward,” *101 Fiction*, October 30, 2016.

“Dry Spell,” *The Sirens Call* 21 (June 2015): 45-49.

Book Reviews

Review of Katherine Anderson Howell, ed., *Fandom as Classroom Practice: A Teaching Guide*, in *Transformative Works and Culture* Vol. 31 (2019).

Review of Leo Braudy, *Haunted: On Ghosts, Witches, Vampires, Zombies, and Other Monsters of the Natural and Supernatural World*, in *American Literary History*, Online Review Series XVI, 2018.

Review of Karen J. Renner, *Evil Children in the Popular Imagination*, in *Journal of the History of Children and Youth* 11:2 (Spring 2018): 265-267.

Review of Marilyn Holt, *Cold War Kids: Politics and Childhood in Postwar America, 1945-1960*, in *Journal of Interdisciplinary History* 46:1 (Summer 2015): 136-137.

Review of Patrick B. Sharp, *Savage Perils: Racial Frontiers and Nuclear Apocalypse in American Culture*, in *Journal of American Ethnic History* 34:2 (Winter 2015): 124-125.

Review of Scott M. Gelber, *The University and the People: Envisioning American Higher Education in an Era of Populist Protest*, in *American Studies* 53:1 (2014), 215-216.

Review of Neil Miller, *Banned in Boston: The Watch and Ward Society's Crusade Against Books, Burlesque, and the Social Evil*, in *Journal of American History* 98 (2011): 544-545.

"Solving the Dewey Problem." Review of Lee Benson, Ira Harkavy, and John Puckett, *Dewey's Dream: Universities and Democracies in an Age of Reform*, H-Childhood, H-Net Reviews, December 2007. URL: <http://www.h-net.org/reviews/showrev.cgi?path=98621201045029>

"The OTHER Other Fifties." Review of Alison J. Clarke, *Tupperware: The Promise of Plastic in 1950s America*, H-Amstdy, H-Net Reviews, January, 2003. URL: <http://www.hnet.org/reviews/showrev.cgi?path=178641046324331>

CONFERENCE ACTIVITY

Conference Presentations

"Creative Work as Equipment for Living," Northeast Modern Language Association, March 2021

"America's Shadow Self: The Cultural Work of the Doppelganger in Contemporary Literature and Film," Northeast Modern Language Association, Boston, March 2020

"Monsters on Screen: American Culture and the Monstrous," Long Beach Indie International Film, Media, and Music Festival, September 2016

"Teaching Comics as Literature in the University Classroom," Comic Arts Conference, Comic-Con International, San Diego, July 2016

"From Sleepy Hollow to the Shopping Mall: Space, Place, and Monster Pedagogy," Monstrous Geographies Conference, Lisbon, Portugal, March 2015

"Solving the Education Crisis in Popular Culture: A Cultural History of *Why Johnny Can't Read*," Popular Culture Association, Washington, D.C., March 2013

"What Happened in Pasadena? Race, Education, and the Cold War," California American Studies Association, Fullerton, May 2011

"Cultivating the American Studies Habit of Mind," California American Studies Association, Long Beach, April 2010

"'Danger! They're After Our Schools!': Education and Politics in Postwar Pasadena," American Historical Association, Washington, D.C., January 2008

"Teaching the American Studies Habit of Mind," American Studies Association, Philadelphia, October 2007

"American Studies and the Transnational Classroom," American Studies Association, Oakland, CA, October 2006

"Secondary School Partnerships at a Small Liberal Arts College," North Carolina Teacher Education Forum, Raleigh, September 2006

“From *The Blackboard Jungle* to *Battle Royale*: Gakkyu Hokai (“Classroom Collapse”) in Japan,” American Studies Association, Washington, D.C., November 2005

“Japan’s Blackboard Jungle: Cross-Cultural Perspectives on Youth Violence,” Society for the History of Children and Youth, Milwaukee, August 2005

“Is Your School a Blackboard Jungle?: Mass Culture and Education Reform in Postwar America,” American Studies Association, Hartford, October 2003

“Excitement, *then* Sociology: Marketing *The Blackboard Jungle* in 1950s America,” American Educational Research Association, Chicago, April 2003

“Reforming the ‘Soft’ Curriculum: Manliness and Education in the Cold War,” American Studies Association, Houston, November 2002

“The Blues as Matrix: Using the Blues to Teach Writing in the Computer Classroom,” Computers and Writing, Fort Worth, TX, May 2000

“Pullman Lessons: Railroads, Race, and Education at the Turn of the Twentieth Century,” American Studies Association, Montreal, October 1999

“From *Carpe Diem* to Seize the Planet: Teachers on the Edge in 90s Pop Culture,” California American Studies Association, Santa Cruz, April 1999

Chaired Panels and Roundtable Participation

Discussant, “The Informal Educator: The Varied Educational Functions of Twentieth Century Popular Culture, 1920-1985,” History of Education Society, virtual conference, November 2020

Chair and comment, “Zombies!” California American Studies Association, Fullerton, April 2015

Chair and comment, “Cold War Culture,” California American Studies Association, San Diego, April 2013

Roundtable Participant, “Professional Development for Graduate Students: Publishing, Applying to Graduate School, Presenting Professional Papers,” California American Studies Association, Claremont, April 2012

Chair and comment, “Contemporary Youth and Social Crisis,” California American Studies Association, Claremont, April 2012

Roundtable Participant, “Pedagogy Roundtable: Adapting American Studies to Different Classroom Environments,” California American Studies Association, Long Beach, 2010

Chair and comment, “Unlikely Partnerships: Working in Community,” California American Studies Association, Santa Barbara, April 2009

Chair and comment, “Visions and Revisions: How to Build a High School American Studies Program,” American Studies Association, Albuquerque, October 2008

Chair and comment, “Family/Intimacy,” California American Studies Association, Aliso Viejo, April 2008

Chair and comment, “American Studies and Composition,” American Studies Association, Atlanta, November 2004

Chair and comment, “Military Identities,” University of Texas at Austin American Studies Graduate Student Conference, October 2002

Chair, “Academic Job Interviews in American Studies: A Demonstration Workshop,” American Studies Association, Washington, D.C., October 2001

Invited Lectures and Public Talks

“Conventions of Writing in the Humanities,” Thesis Writing Retreat, California State University, Fullerton, October 2020; February 2021; October 2021

“Zombies Are Us: The Undead and our Imagined Community,” Humanities and Social Sciences Lecture Series, California State University, Fullerton, October 2018

“Making Sense of Monsters: Pedagogy, Collaboration, Creativity,” CSUF American Studies Graduate-Faculty Colloquium, October 2015

“American Youth Culture in the 1950s: On the Road and Around the World,” Teaching American History Grant workshop, Huntington Library, San Marino, January 2013

“John Dewey vs. the Terrible Miss Dove: Education and Popular Culture in Postwar America,” CSUF American Studies Graduate-Faculty Colloquium, November 2011

“The American Studies Habit of Mind,” Pedagogical Keynote Address, The American Studies Institute, The Lovett School, Atlanta, Georgia, June 2010

“Danger! They’re After Our Schools! Education, Popular Culture, and the Cold War,” CSUF American Studies Graduate-Faculty Colloquium, November 2008

TEACHING

California State University, Fullerton

AMST 201	Introduction to American Studies
AMST 300	Introduction to American Popular Culture
AMST 350	Seminar in Theory and Method of American Studies
AMST 401T	Culture and Commerce of American Music
AMST 401T	Adolescent America: A Cultural History of the Teenager in America
AMST 401T	Literature and Culture
AMST 403	Creative Work in American Studies [new course]
AMST 420	Childhood and Family in American Culture
AMST 428	American Monsters [new course]
AMST 445	The Cold War and American Culture

AMST 448 American Popular Culture and the World [new course]
AMST 501 Theory and Methods
AMST 502T Theoretical Approaches to Studying Popular Culture
AMST 596 American Studies Teaching Tutorial

Guilford College

EDU 201 Philosophical and Ethical Reflection in Education
EDU 203 Contemporary/Historical Issues in Education
EDU 312 Seminar in the Processes of Secondary Teaching
EDU 313 Teaching Secondary English: Theory Into Practice
EDU 420 Secondary Student Teaching Seminar
EDU 440 Secondary Student Teaching Supervision
IDS 471 Defining America: Cultural Nationalism in the Early Republic

University of California, Davis

AMS 10 Introduction to American Studies
AMS 111 Theories and Practices of Everyday Life in the United States
CST 200c Practices of Cultural Studies [graduate course]

The University of Texas at Austin

AMS 315 Schooled in America: Education, Culture, and Identity
RHE 309 Rhetoric of the Blues
RHE 306 Rhetoric and Composition

M.A. Thesis Committees

Christina Brown, “Shaping the Story: The Poetry, Television, and Dance of the #MeToo Movement,” Spring 2020 (CHAIR)

Susan Mitchell, “The Shadows of Assimilation: Narratives and Legacies of the Carlisle Indian Boarding School, 1879-1918,” Summer 2017

Sukeinah Kassir, “Missions in Miniature: Cultural Constructions of California’s Mission Past,” Summer 2014 (CHAIR)

Yvonne England, “A Punk Practice: The Development of Punk Political Activism, 1979-2004,” Spring 2013 (CHAIR)

Ekaterina Kuzima, Russians in Post-Cold War American Films: Still a Foe or a Friend-To-Be? Looking for a Cultural ‘Reset’ Button,” Spring 2013

Ian Barraza, “Lend Me Your Eyes: Attending to Deaf Culture and the Maneuverability of Identity,” Spring 2012 (*winner of CSUF 2012 Giles T. Brown Outstanding Thesis Award)

Jason Cannon, “George Orwell’s *Animal Farm* in the Post-Soviet Union Era,” Spring 2012

Matt Glassman, "The Ball Don't Lie: Cultural Tension and the Commodification of Hip-Hop Authenticity in the 1990s NBA," Spring 2010

Doctoral Dissertation Committee

Joshua David Holland, "Kurt Hahn, the United World Colleges, and the Un-Making of Nation," American Studies Department, The University of Texas at Austin, May 2016

SERVICE

Professional Service

Northeast Modern Language Association

- Job Clinic Mentor, 2020; 2021

California American Studies Association

- President, 2011-2015
- Program Committee Chair, 2014-2015; 2010-2011; 2014-2015
- Secretary, 2009-2011
- Program Committee, 2008-2015

American Studies Association

- Editorial Board, *The Encyclopedia of American Studies*, 2009-2012
- Chair, K-16 Collaboration Committee, 2005-2008
- Co-founder and Steering Committee, Childhood & Youth Studies Caucus, 2005-2010
- Co-chair, Students' Committee, 2000-2002

Society for the History of Children and Youth

- Best Book Prize Committee, Society for the History of Children & Youth, 2011

Manuscript Reviewer

- McFarland & Company, 2020
- *Women, Gender, and Research*, Special Issue: "Monstrous Encounters," 2017
- *American Quarterly*, 2008-2009
- *Journal of the History of Childhood and Youth*, 2007-2009
- *Teachers College Record*, 2004-2006

Department Service

American Studies, California State University, Fullerton

- Graduate Advisor, 2014-present
- Faculty Advisor, American Studies Student Association, 2018-2019; 2012-2014; 2008-2010
- Personnel Committee, 2019-2020; 2018-2019; 2017-2018; 2015-2016; 2013-2014 (Chair)
- Graduate Admissions Committee, 2014-present (Chair); 2013-2014; 2011-2012
- Search Committee, American Studies, 2017-2018; 2016-2017; 2013-2014; 2012-2013 (Chair); 2007-2008
- Master of Ceremonies, American Studies Graduation, 2018
- MA Exam Subcommittee, 2016-2017; 2008-2009
- Assessment Committee, 2011-2012; 2008-2009
- Weaver Prize Committee, 2009-2010; 2007-2008

H&SS Service

- Speaker, “Zombies Are Us: The Undead and Our Imagined Community,” H&SS Conversations Series, Fall 2018
- Acting Chair, H&SS Curriculum Committee, 2015
- H&SS Curriculum Committee, 2014-2016
- Faculty Awards Committee, 2012-2014
- New Student Orientation Department Coordinator, Summer 2015; Summer 2014
- Chair, History/Social Science Subject Matter Preparation Program Committee, 2010-2014
- Member, History/Social Science Subject Matter Preparation Program Committee, 2008-present
- Advisory Committee, D.C. Scholars Program, 2011-2012
- H&SS Ad Hoc Committee on Online Instruction, 2010-2011

University Service

- Presenter, “Conventions of Writing in the Humanities,” Thesis Retreat, Fall 2020; Spring 2021
- Reader, “Frankenreads” Festival, October 31, 2018
- Fulbright Interview Committee, 2012-2015
- Seminar Teacher, International Programs, University Extended Education, 2013-2014
--Taught “Overview of American Culture” seminar to visiting Chinese educators

CURRICULUM VITAE

Eric Gonzaba, PhD

Assistant Professor
Department of American Studies
California, State University, Fullerton

EDUCATIONAL BACKGROUND

2019	Ph.D., History, George Mason University
2014	M.A., History, George Mason University
2014	Graduate Certificate, Women & Gender Studies, George Mason University
2012	B.A., History & Political Science, Indiana University

PROFESSIONAL EXPERIENCE

2019-Present	Assistant Professor, California State University, Fullerton, Department of American Studies
2017-2018	Visiting Fellow, University of Pennsylvania, Department of History
2018-2019	Graduate Instructor, George Mason University, Department of History
2016	Instructor, Northern Virginia Community College

TEACHING EXPERIENCE

California State University, Fullerton: 2019—Present

Courses Taught:

AMST 201- Introduction to American Studies
AMST 350- Theories and Methods in American Studies
AMST 401T- Race in American Culture
AMST 401T- Civil Rights in American Culture
AMST 454- American Nightlife

Certifications & Pedagogical Training:

Open Educational Resources (OER) Certificate, CSUF Online Education and Training, 2021

George Mason University: 2018-2019

Courses Taught:

HIST 390- The Digital Past

Northern Virginia Community College: 2016

Courses Taught:

United States History II
American Women's History

SCHOLARLY AND CREATIVE ACTIVITIES

Peer-Review Publications in Progress

“Mapping the New Gay South: Queer Space and Southern Life 1965-1980” (Publication accepted by *Southern Quarterly*, expected publication Spring 2022) co-written by Dr. Amanda Regan, Southern Methodist University

“Born Again Boogie Nights: The Christian Nightclub in American Culture” (article in progress)

“Don We Now Our Gay Apparel: The Pride T-Shirt & Making LGBTQ Identity” (article in progress)

Because the Night: Nightlife and Gay Liberation since 1970 (book manuscript in progress)

Digital Public History

Mapping the Gay Guides, Co-Creator (MappingtheGayGuides.org)

Wearing Gay History, Founder and Director (WearingGayHistory.com)

Public Scholarship

“The Everyday Heroes of the Gay Rights Movement,” *Washington Post*, June 29, 2019

“The Lavender Scare and Beyond,” *History News Network*, June 16, 2019

“Queering the Classroom,” *The American Historian*, May 2019

Book Reviews

Review of *The Routledge History of Queer America* edited by Don Romesburg, *Journal of the History of Sexuality*, Fall 2021

Review of *Buying Gay: How Physique Entrepreneurs Sparked a Movement* by David K. Johnson, *Journal of Social History*, Fall 2019

Review of *Welcome to Fairyland: Queer Miami before 1940* by Julio Capo, *Journal of American Ethnic History*, Spring 2019

Awards & Honors

Canadian Social Knowledge Institute	
<i>Emerging Open Scholarship Award</i>	2021
American Studies Association	
<i>Honorable Mention, Garfinkel Prize in Digital Humanities</i>	2021

George Mason University	
<i>Distinguished Alumni Award</i>	2021
<i>Charles and Polly Webber Outstanding Graduate Student Award</i>	2016
National Council on Public History	
<i>2016 Student Project Award – Wearing Gay History</i>	2016
Indiana University Hudson and Holland Scholars Program	
<i>Senior Achievement: L.E.A.D.ING with Initiative Award</i>	2012

Fellowships & Grants

Cornell University Library	
<i>Phil Zwickler Memorial Research Grant</i>	2021
National Endowment for the Humanities	
<i>Humanities Collections and Reference Resources Grant</i>	2021
California State University, Fullerton	
<i>Research, Scholarship and Creative Activity Incentive Grant</i>	2019
Elton John AIDS Foundation	
<i>African American AIDS History Project Fellowship</i>	2018
University of Pennsylvania	
<i>Pre-Doctoral Fellowship</i> (advisor: Dr. Kathy Peiss)	2017 – 2018
Point Foundation National LGBTQ Scholarship	
<i>Point Scholar</i>	2017 – 2019
George Mason University	
<i>McKinnon-Morton Fellowship</i>	2015 – 2016
Popular Culture Association/American Culture Association	
<i>Bowling Green State University Research Travel Grant</i> (declined)	2016
<i>Michael Schoenecke Travel Grant</i>	2015
Indiana University	
<i>Hudson and Holland Scholar</i>	2008 – 2012
<i>College of Arts and Sciences Scholarship</i>	2008 – 2012
<i>Alternative Spring Break Grant</i>	2009
<i>Indiana University Founders Scholar</i>	2009
<i>International Experience Program Grant</i>	2008

Conference Presentations & Invited Talks

“Under the Rainbow: How History is Made,” GLBT Historical Society Museum, September 16, 2021

“Wearing the Gay Revolution,” Osher Lifelong Learning Institute, September 15, 2021

“Michigan & the Gay Guides,” Saugatuck-Douglas History Center, July 15, 2021

“Digital Humanities and the Gay Guides,” CSUF Spring Digital Humanities Keynote Speaker, May 13, 2021

“Queering The Map 2.0 A Roundtable About Interactivity, Temporality & Ambiguity in Queer Digital Maps,” May 5, 2021

“LGBTQ+ Leadership After the Pandemic,” Point Foundation Panel Discussion, April 30, 2021

“Because the Night: Nightlife & Rethinking Gay Liberation,” CSUF American Studies Graduate-Faculty Colloquium, March 19, 2021

“Gay Guides and Gay Guys: Mapping American Queer Spaces with Historical Gay Travel Guides,” Invited lecture at the University of Southern California, April 5, 2021

“Mapping the Gay Guides: Using Digital History to Explore LGBTQ Travel Guides,” Invited lecture at the Center for Presidential History, Southern Methodist University, November 23, 2020

“Teaching Engaging Online Courses,” Southern Historical Association’s Graduate Council Luncheon, November 20, 2020

“Gay Digital Public History,” Invited Class Talk with Dr. Kathy Peiss, University of Pennsylvania, November 18, 2020

“Born Again Boogie Nights: The Rise of the Christian Nightclub in Southern California,” Western Historical Association Annual Meeting, October 16, 2020

“Thinking Archives: Gender, Sexuality, and Archival Recognition,” Pacific Coast Branch of the American Historical Association Meeting, Panel Chair and Commenter, August 8, 2020

“Wearing Gay History: LGBT History Through T-shirts,” Teachers College, Columbia University, June 25, 2020

“Harvey Milk Day Lecture” Invited discussion for the California Capitol LGBT Association, May 24, 2020

“The Queer Battle for Capitol Hill: Marines and Violence at D.C. Gay & Lesbian Nightlife,” Invited speaker, 2020 Organization of American Historians Annual Meeting, Washington, D.C., April 4, 2020

“Doing LGBTQ History,” Invited Lecture (via Skype), Muskingum University, November 13, 2019

“Sex and Desire,” panel commenter, American Studies Association’s 2019 Annual Meeting, Honolulu, Hawaii, November 10, 2019

“The Queer T-shirt in Our National History,” Invited PLATO lecture, Evergreen State College, Olympia, Washington, November 1, 2019

“(In)Visible Histories: Roundtable Discussion on LGBT Rights 50 Years after Stonewall” Invited talk at United States Holocaust Memorial Museum, Washington, D.C., June 26, 2019

“Our Queer Closets: Understanding Global LGBTQ History Through T-shirts” Invited lecture at the Worcester Historical Museum, Worcester, Massachusetts, May 30, 2019

“Sexual Politics in the Reagan Era,” panel chair, Organization of American Historians Annual Meeting, Philadelphia, Pennsylvania April 26, 2019

“Where Else Can We Go?: The Black Gay Bar in the Urban Mid Atlantic,” American Historical Association Annual Meeting, Chicago, Illinois, January 6, 2019

“A Mini Rage: Parsing Race & Racism in Late 20th-Century Queer Activist Apparel,” American Studies Association Annual Meeting, Atlanta, Georgia, November 10, 2018.

“Cops and Queers: The History of the Police and the LGBTQ+ Community in DC,” Panel Organizer, Washington, D.C., Thurgood Marshall Center, October 18, 2018

“Women Leadership, Lesbian Activists & the DC AIDS Crisis,” Panel Organizer, Washington, D.C., Shaw (Watha T. Daniel) Library, May 9, 2018

“Clubs and Equality: Fighting Discrimination at Philadelphia's Gay Bars in the 1970s and 1980s” Invited Lecture, William Way LGBT Community Center, Philadelphia, Pennsylvania, December 10, 2017

“Covering the Queer Capital: *The Washington Blade*, A Historical Discussion,” Shaw (Watha T. Daniel) Library, Washington D.C., April 26, 2017

“Celia the Queen: Historical Memory and the Queen of Salsa,” Smithsonian Anacostia Community Museum, Washington, D.C., March 30, 2017

“Saying Yes to LGBT Research,” Invited Lecture, HE461: LGBT Studies in Literature, Professor Marlon Moore, United States Naval Academy, Annapolis, Maryland, March 28, 2017

“Say It Like You Mean It: Graduate Education and Creative Expression in Thinking, Making, and Doing History,” American Historical Association Annual Meeting, Denver, Colorado, January 7, 2016

“Carding and the Clubs: Fighting Discrimination at Washington Gay Bars, 1973-1985,” 43rd Annual Conference on D.C. History, Washington D.C., November 5, 2016

“Rainbow Heritage and History: Preserving The Records of DC’s LGBT Communities,” Martin Luther King Jr. Memorial Library, Washington D.C., October 15, 2016

“Gay Activism in Washington During the 1960s and 1970s,” Smithsonian Anacostia Community Museum, Washington, D.C., June 25, 2016

“Wearing What You Preach: Making an LGBT Digital Archive,” *Gay American History @ 40 - Lesbian, Gay, Bisexual, Transgender, Queer History: Past, Present, Future*, New York, New York, May 6, 2016

“Defending Dullsville: Madonna, Protest, and Community Identity in the Heartland,” Popular Culture Association / American Culture Association National Conference, New Orleans, Louisiana, April 2, 2015

“Ignoring Charles Stuart: Race, Reaction, and Redirection in Boston,” George Mason Department of History and Art History M.A. Colloquium, Fairfax, Virginia, April 21, 2014

PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE

Department Service

Department Curriculum Committee	2021—Present
Graduate Admissions Committee	2021—Present
AMST Faculty Transnational Historical Research & Travel Award Committee	2021—Present
<i>American Papers</i> Faculty Advisor	2020—Present
Academic Advisor	2020—Present
Department Website Committee	2020—2021
Department Virtual Graduation Chair & Coordinator	2020 & 2021
Weaver Graduate Essay Prize Committee	2019—2021
Film Screening of <i>Clue</i> and Discussion for the American Studies Student Association, October 30	2019

University Service

Lecturer, Osher Lifelong Learning Institute	2021
Faculty, HSS Leap into Sophomore Year (LiSY)	2021—Present
Member, HSS Primary Source Database Purchase Committee	2021—Present
HSS Donor Appreciation Video Contributor	2020
Judge, Latinx Top Chef Contest, Latinx Community Resource Center	2020
Featured Speaker, CSUF President's Cultural Celebration for LGBTQ History Month, October 10	2019

Professional Service

Co-chair, Committee on LGBT History, American Historical Association	2021—Present
External peer reviewer, Wiley Blackwell Humanities Editorial	2021
Allan Bérubé Prize Committee for LGBT Public History, Committee on LGBT History, American Historical Association	2020
External peer reviewer, <i>Southern Spaces</i>	2020

Alison J. Kanosky, Ph.D.
Curriculum Vitae
November 2021

EDUCATIONAL BACKGROUND

Ph.D., American Studies, Yale University, New Haven, CT, 2015

Dissertation: *Living Insecurity: Defense, Incarceration and Community Destabilization*

M.Phil., M.A., American Studies, Yale University, New Haven, CT, 2010

Certificate in Public Humanities

B.A., American Studies, Northwestern University, Evanston, Illinois, 2007

PROFESSIONAL EXPERIENCE

Assistant Professor, American Studies, California State University-Fullerton, Aug. 2017- present

Lehigh University, Andrew W. Mellon Postdoctoral Fellow, July 2015- June 2017

TEACHING

Courses Taught

California State University-Fullerton

HUM 100: Ideas and Experiences in Humanities and Social Sciences- First Year Seminar

AMST 301: American Character

AMST 350: Seminar in Theory and Methods of American Studies

AMST 405: Images of Crime and Violence in American Culture

AMST 499: Independent Study- Crime and Race: A Transnational Perspective

AMST 502T: Graduate Research Seminar in Public Memory

AMST 599: Independent Study- Crime, Violence, and Race in the United States

AMST 599: Independent Study- Contextualizing Crime in American Culture

Lehigh University

HIST 096: Mass Incarceration in U.S. History

HIST 090: Curating the Past in Bethlehem

AMST 497: Communities in Post-Industrial America

AMST 396: Urban Wastelands: Techniques in Digital History

Yale University

AMST 491-4: American Studies Senior Essay Seminar, Instructor of Record

AMST 191: Formations of Modern American Culture, 1920-present, Teaching Fellow

HIST 221: Military History of the West Since 1500, Teaching Fellow

HIST 131: U.S. Political and Social History, 1900-1945, Teaching Fellow

AMST 207: American Cultural Landscapes, Teaching Fellow

SCHOLARLY AND CREATIVE ACTIVITIES

Publications (Non-Peer-Reviewed)

“Left Behind By the World’s Wealthiest Military,” *Anthropology News*, 57, no. 12 (December 2016), e138-143.

“Rebuilding communities after the military leaves town,” *Lux et Data*, Yale Institution for Social and Policy Studies, February 27, 2014, <http://isps.yale.edu/news/blog/2014/02/rebuilding-communities-after-the-military-leaves-town>.

“Numbers alone won’t shrink prisons,” *Lux et Data*, Yale Institution for Social and Policy Studies, September 10, 2013, <http://isps.yale.edu/news/blog/2013/09/numbers-alone-won't-shrink-prisons>.

Conference Presentations

Panelist for “Fieldwork Dilemmas: Ethnographic Research in American Cultures” Roundtable organized by Carrie Lane, American Studies Association, Honolulu, HI, November 2019

“From Ethnographic Subject to Ethnographer: Transforming the Method through the Interdisciplinary Classroom,” American Studies Association, Atlanta, GA, November 2018

“Ethnography and Whiteness: Confronting the Ghost in the Field,” American Studies Association Annual Meeting, Chicago, IL, November 2017

“Community Insecurity Amidst Security Infrastructure,” Canadian American Studies Association, Fredericton, NB, Canada, October 2016

“Gender and Rural Field Research,” Rural Sociological Society Annual Meeting, Toronto, Canada, August 2016

“Listening as Resistance, or Resistant to Listening? Ethnography, Oral History and Grounded Theory in American Studies,” American Studies Association Annual Meeting, Toronto, Canada, October 2015

“Militarized Hinterlands: The Transformation of Rural Landscapes of Defense,” Rural Sociological Society Annual Meeting, Madison, WI, August 2015

“Toxic Legacies of Defense,” Society for the Anthropology of North America, New York, NY, April 2015

“Stopping ‘Gitmo North’: Opposition, Ambivalence, and Support in a Prison Town,” American Studies Association Annual Meeting, Los Angeles, CA, November 2014

“Consent, Dissent, and Coercion in Rural Prison Expansion,” Rural Sociological Society Annual Meeting, New Orleans, LA, August 2014

“Building the Security State in Rural America,” American Studies Association Annual Meeting, Washington, D.C., November 2013

“Using a Weed to Stop a Prison: Challenges to Environmental Activism in Security State Development,” Rural Sociological Society Annual Meeting, New York, NY, August 2013

“Alternate Visions in the Shadow of a Rural Prison Economy,” Rural Sociological Society Annual Meeting, Chicago, IL, July 2012

Conference Sessions Organized

Panel Organizer, “Ethnography in the Age of Trump, Part I,” American Studies Association Annual Meeting, Chicago, IL, November 2017.

Panel Co-Organizer with Ruth Yow, “Listening as Resistance or Resistant to Listening? Ethnography, Oral History, and Grounded Theory in American Studies,” American Studies Association Annual Meeting, Toronto, Canada, October 2015.

Panel Co-Organizer with Jack Norton, “Profit and Pleasure in Prison Expansion,” American Studies Association Annual Meeting, Los Angeles, CA, November 2014.

Co-organizer with Rebecca Hayes Jacobs and Chloe Taft, “Postindustrial Landscapes” track of the Society for the Anthropology of North America’s bi-annual conference, New York, NY, 2014

Invited Lectures

“Most of the Time, Nothing Went Wrong: Danger, Memory, and the Military Past,” CSUF American Studies Faculty-Graduate Student Colloquium, March 2019

“Rural Prison Expansion and the Normalization of Mass Incarceration,” Africana Studies, Lehigh University, October 2015

“Security State Building and Community Destabilization,” Critical Encounters, Yale University, November 2014

“Photography as Scholarly Practice,” Whitney Humanities Center, Yale University, March 2013

Digital and Public Humanities Projects

Lead interviewer on “Cultural Placemaking Through the Arts” oral history archive and documentary project, published on *Beyond Steel: An Archive of Lehigh Valley Industry and Culture*, Lehigh University, http://digital.lib.lehigh.edu/beyondsteel/search/searching/_0_0_1_4/ 2016-2017.

Associate Editor, “Historian’s Eye” (now called “The Crossroads of Hope and Despair”), a digital humanities project by Matthew Jacobson, <http://live-crossroadshopedespair.pantheonsite.io/>, 2010-2015

Website Design, “The Education Project,” <http://educationproject.yale.edu/>, 2015

Website Design, “The Baseball Project,” <http://baseballproject.yale.edu/>, 2015

Co-curator with Matthew Jacobson, “At the Crossroads of Hope and Despair: America Since the Crash” Exhibit, Yale University’s Whitney Humanities Center, January 2014

Creator, “BRAC Facility Map,” <http://bracfacilitymap.weebly.com/>, 2014

Works in Progress

“Militarized Policing in the Hinterlands: A Rural Blackwater Training Ground and the Cultural Logic of Security” (Article manuscript in preparation)

“From Barracks to Cells: Connections Between Defense and Carceral Facilities in the U.S.” (Article manuscript in preparation)

Heartland Security: Defense, Incarceration, and Community Destabilization (Book manuscript in preparation)

AWARDS AND GRANTS

Faculty Recognition in Teaching Award from the CSUF Faculty Development Center, 2019

Mellon Digital Humanities Initiative Community Partner Grant with John Pettegrew (PI) for oral history and documentary film project “Cultural Place-Making Through the Arts,” Role: Lead interviewer, 2016-2017

John Enders Grant, Graduate School of Arts and Sciences, Yale University, 2013

PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE

Professional Activities and Affiliations

Chair and comment for “Cold War Politics” Panel, California American Studies Association, San Diego, CA, April 2019

Guest on Dr. Joanna Brooks’s (San Diego State University) *American Beauty* podcast, Episode 7 Part 2 “#vote,” <https://www.stitcher.com/podcast/joanna-brooks/american-beauty/e/56932907>, October 2018

Peer Reviewer for *American Quarterly* Special Issue “Toward a Critically Engaged Digital Practice: American Studies and the Digital Humanities,” 78 no. 3 (September 2018)

Editor for the Society for the Anthropology of North America’s column in *Anthropology News*, 2016-2017

Ethnography and Oral History Working Group (now “Ethnography and Oral History Initiative,”) <https://eoh.yale.edu/>

- Member 2010-2015
- Coordinator 2010-2013
- Co-founded with Kathryn Dudley in 2010

Policy Fellow, Institution for Social and Policy Studies, Yale University, 2013-2014

Fellow and Co-Organizer with Heidi Knoblauch, Photographic Memory Workshop, Yale University, 2010-2011

Membership in Professional Organizations

American Studies Association
California American Studies Association
American Historical Association
American Ethnological Society

Department Service

Faculty Advisor, *American Papers* (Student-Run Journal for the Department of American Studies), 2018- 2021

- Co-Advisor with Eric Gonzaba, June 2020-May 2021
- Sole Faculty Advisor, June 2019- May 2020
- Co-Advisor with Dustin Abnet, June 2018- May 2019

Member, Department Assessment of Student Learning Committee, Department of American Studies, 2017-present

Advisor, Department of American Studies, 2017-present

Member, Graduate Admissions Committee, Department of American Studies, 2019- present

Co-organizer of AMST special event with Karla Cornejo Villavicencio, March 2021

Co-organizer, presenter and moderator for AMST Virtual Teach-In: Race Power, and American Studies. Presented Lecture “A Brief History of Policing and Anti-Blackness.” Organized with Terri Snyder, Susie Woo, Kris Rowe, Sara Fingal, Aissa Bugarin, and Leila Zenderland, June 2020

Member, Graduation Committee for Virtual Graduation Celebration, Spring 2020

Co-organizer for AMST Forum: Race, Power and American Studies. Organized with Susie Woo, Terri Snyder, Kris Rowe, and Sara Fingal, October 2019

Host and moderator for film screening of *Do The Right Thing*, American Studies Student Association, March 2019

Search Committee, Department of American Studies, 2018-2019

Member, Earl James Weaver Prize Committee, Department of American Studies, 2018-2019

Member, Student Success Committee, Department of American Studies, 2017-2018

Service to the School of Humanities and Social Sciences

Member, H&SS Student Scholarships & Awards Committee, 2018-2020

CARRIE M. LANE

Professor of American Studies
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California State University, Fullerton
Fullerton, California 92834-6868
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Education

- Ph.D. Yale University, American Studies, 2005
Dissertation: "What I'm Worth: White-Collar Unemployment in a New Economy"
- B.A. Princeton University, Cultural Anthropology, 1997
Graduated with High Honors; Certificate in Women's Studies

Research Interests

Ethnographic Research and Writing	Work and Careers in the United States
Anthropology of the United States	U.S. Women's History
American Community Studies	American Business and Labor History
American Consumer Culture	Theories and Methods of American Studies
Disability and American Culture	

Awards and Accomplishments

- VOICE Award for Virtual and Online Innovations and Curricular Enhancements, Spring 2021
- CSUF College of Humanities & Social Sciences Dean's Faculty Scholarly Achievement Award, 2017
- Winner, Society for the Anthropology of Work Book Prize (*A Company of One*), 2012
- Finalist, Society for Economic Anthropology Book Prize (*A Company of One*), 2012
- CSUF College of Humanities & Social Sciences Faculty Award for Outstanding Scholarship, 2011
- Finalist, Ralph Henry Gabriel Dissertation Prize, American Studies Association, 2005
- Prize Teaching Award, Yale University, 2002
- Suzanne M. Huffman Memorial Senior Thesis Prize in Women's Studies, Princeton University, 1997

Selected Fellowships and Grants

- Scholarly Publication Faculty Fellow, Office of Research and Sponsored Projects, CSUF, 2020-present
- Senior Intramural Research Award, CSUF, Fall 2015, Fall 2020
- Exceptional Levels of Service to Students Award, CSUF Provost's Office, 2016, 2018, 2020, 2021
- Assessment Inquiry Grant, CSUF Office of Assessment and Institutional Effectiveness, 2017 & 2019
- Service-Learning Faculty Mini-Grant, CSUF Center for Internships & Community Engagement, 2016, 2017, 2018, 2019, 2020
- Faculty Enhancement and Instructional Development Grant, Summer 2014, Fall 2017
- CSUF Junior Intramural Research Award, Summer 2013

- Visiting Professor, Advertising Educational Foundation, Summer 2012
- State Special Fund Summer Research Stipend, Summer 2012
- Milton A. Gordon Fund for Research and Creative Activity Award (CSUF), Fall 2011
- CSUF Faculty Development Center International Travel Grant, Fall 2011
- Leadership Fellowship, American Anthropological Association, 2009
- Research and Faculty-Student Collaboration Proposal Development Grant, CSUF, 2009
- CSUF Faculty Development Center Untenured Faculty Development Grant, 2009
- Summer Research Stipend Award, CSU Special Fund, 2007, 2008
- Junior Intramural Research Award, CSUF, 2006
- Robert M. Leylan Dissertation Writing Fellowship, Yale University, 2003-2004
- American Studies Association Annette K. Baxter Student Convention Travel Grant, 2003
- National Science Foundation, Program in Cultural Anthropology Dissertation Research Grant, 2002
- University Fellowship, Yale University Graduate School (full tuition and stipend), 1998-2001
- Writing Intensive Teaching Fellowship, Bass Writing Program, Yale University, Spring 2000
- Teaching Fellowship, Yale University Anthropology Department, Fall 2000
- John Perry Miller Fund for summer dissertation research, Yale University, Summer 2000
- McDougal Center for Graduate Student Life Fellowship, Yale University, 1999-2000
- Princeton University Class of 1978 Foundation Fund for senior thesis research, 1996

P u b l i c a t i o n s

Books

- *A Company of One: Insecurity, Independence, and the New World of White-Collar Unemployment.* Ithaca, NY: Cornell University Press, 2011. (*Winner of the 2012 Society for the Anthropology of Work Book Prize; Finalist for the 2012 Book Prize of the Society for Economic Anthropology*)
- *Not about the Stuff: Organizing Better Jobs and Better Lives in Uncertain Times* (in preparation)

Edited Volume

- Co-Edited with Jong Bum Kwon, *Anthropologies of Unemployment: The Changing Study of Work and Its Absence* (Ithaca, NY: Cornell University Press, 2016)

Journal Articles

- Co-authored with Adam Golub, "Zombie Companies and Corporate Survivors," *Anthropology NOW* 7.2 (2015): 47-54.
- "‘If The Shoe Ain’t Your Size, It Ain’t Gonna Fit’: Ideologies of Professional and Marital Instability among U.S. White-Collar Workers," *Iowa Journal of Cultural Studies* 12/13 (2010): 37-54.
- "Man Enough to Let My Wife Support Me: How Changing Models of Career and Gender Are Reshaping the Experience of Unemployment," *American Ethnologist* 36.4 (2009): 681-692.
- "Like Exporting Baseball to Japan: U.S. Tech Workers Respond to Offshoring," *Anthropology of Work Review* 25.3-4 (November 2005): 18-26.

Refereed Book Chapters

- “Unemployed Tech Workers’ Ambivalent Embrace of the Flexible Ideal,” Beyond the Cubicle: Insecurity Culture and the Flexible Self, Allison Pugh, ed. (New York: Oxford University Press, 2016).
- “The Limits of Liminality: Anthropological Approaches to Unemployment in the United States,” Anthropologies of Unemployment: The Changing Study of Work and Its Absence, edited by Jong Bum Kwon and Carrie Lane, 18-33 (Ithaca, NY: Cornell University Press, 2016).
- Co-authored with Jong Bum Kwon, “Introduction,” Anthropologies of Unemployment: The Changing Study of Work and Its Absence, edited by Jong Bum Kwon and Carrie Lane, 1-17 (Ithaca, NY: Cornell University Press, 2016).
- “Man Enough to Let My Wife Support Me: Gender and Unemployment among Middle-Class U.S. Tech Workers,” *The Gender, Culture, and Power Reader*, edited by Dorothy Hodgson, 333-341 (New York: Oxford University Press, 2015).
- “How to Be a Professional Organizer in the United States,” A World of Work: Imagined Manuals for Real Jobs, edited by Ilana Gershon, 129-145 (Ithaca: Cornell University Press, 2015).

Solicited Articles

- “Introduction to Special Issue: The Work of Care, Caring at Work,” *Anthropology of Work Review* 38:1 (July 2017): 3-7.
- “Gig Work Doesn’t Have to Be Isolating and Unstable,” *Harvard Business Review* (May 4, 2017). <https://hbr.org/2017/05/gig-work-doesnt-have-to-be-isolating-and-unstable>.
- “The Self-Assembled Career,” *The Hedgehog Review* 18.1 (Spring 2016): 88-95.
- “Dueling Interpretations of Professional Organizing,” *Contexts* 14.4 (Fall 2015): 62-64.
- “What I’ve Learned from Professional Organizers.” *Orange County Register*, CSU Fullerton Section, Living Textbook Series (September 11, 2013): 2.
- “Finding the Fit in Organizing.” *Orange County Register*, CSU Fullerton Section, Living Textbook Series (September 4, 2013): 3.
- “What’s Driving the Demand for Professional Organizers?” *Orange County Register*, CSU Fullerton Section, Living Textbook Series (August 28, 2013): 3.
- “Leadership Fellow Reflections” (co-authored with Jennifer Burrell, Emily Jones, M. Gabriella Torres, and Jennifer Wies), Anthropology News (September 2010): 21.
- “Work and Unemployment in the Global Labor Market,” Anthropology News 46.3 (March 2005): 21.
- “Teaching Work to Workers,” Anthropology News 46.9 (December 2005): 59.

Book Reviews

- My Life with Things: The Consumer Diaries by Elizabeth Chin, American Ethnologist 45.1 (February 2018): 129-130.
- Good Jobs America: Making Work Better for Everyone by Paul Osterman and Beth Shulman, Contemporary Sociology 42.3 (April 2013): 410-11.

- Counter Culture: The American Coffee Shop Waitress by Candacy Taylor, Anthropology of Work Review 33.1 (July 2012): 49-51.
- The Managed Hand: Race, Gender, and the Body in Beauty Service Work by Miliann Kang, American Ethnologist 39.2 (May 2012): 462-3.
- Headhunters: Matchmaking in the Labor Market by William Finlay and James E. Coverdill, Anthropology of Work Review 24.1-2 (2003): 35-36.
- Minding the Store and Quest for the Best by Stanley Marcus, Journal of South Texas 16.1 (2003): 119-121.
- Temps: The Many Faces of the Changing Workplace by Jackie Krasas Rogers, Anthropology of Work Review 22.2 (2001): 32-33.

Series Editor, Anthropology of Contemporary North America, University of Nebraska Press

- Jon Burrow-Branine, Come Now, Let Us Argue It Out: Counter-Conduct and LGBTQ Evangelical Activism (2021)
- William H. Westermeyer, Back to America: Identity, Political Culture, and the Tea Party Movement (2019).
- Daniel Scott Souleles, Songs of Profit, Songs of Loss: Private Equity, Wealth, and Inequality (2019).
- Sara V. Komarnisky, Mexicans in Alaska: An Ethnography of Mobility, Place, and Transnational Life (2018).
- Laurel Zwissler, Religious, Feminist, Activist: Cosmologies of Interconnection (2018).
- Susan Falls, White Gold: Stories of Breast Milk Sharing (2017).
- Robertson Allen, America's Digital Army: Games at Work and War (2017).
- Roberto E. Barrios, Governing Affect: Neoliberalism and Disaster Reconstruction (2017).
- Andrea L. Smith and Anna Eisenstein, Rebuilding Shattered Worlds: Creating Communities by Voicing the Past (2016).
- Alyson O'Daniel, Holding On: African American Women Surviving HIV/AIDS (2016).

C o n f e r e n c e P r e s e n t a t i o n s

- Chair and Participant, "Creating Alternative Forms of Work." Roundtable to be held at the Annual Meeting of the American Anthropological Association, Baltimore, MD (and virtual), November 2021.
- Chair and Participant, "Fieldwork Dilemmas: Ethnographic Research in American Cultures." Roundtable held at the Annual Meeting of the American Studies Association, Honolulu, HI, November 2019.
- "Pursuing Security through Self-Assembled Careers." Paper presented at the Annual Meeting of the American Anthropological Association, Washington, D.C., November-December 2017.
- Participant, "Field Stories: An Ethnographic Roundtable." Roundtable held at the American Studies Association Annual Meeting, Chicago, IL, November 2017.
- "Demographics and Dynamics of High-End Carework." Paper presented at the 2017 Global Carework

Summit, Lowell, MA, June 2017.

- “The Work of Narratives, Narratives of Work.” Paper presented at the American Ethnological Society Conference, Palo Alto, CA, March-April 2017.
- Chair. “*Working* in 2017.” Undergraduate student panel at the CSUF American Studies Student Association, Fullerton, CA, March 2017.
- Participant. “Global Perspectives on Unemployment.” Roundtable held at the Annual Meeting of the American Anthropological Association, Minneapolis, MN, November 2016.
- Chair and Discussant. “Disordered Work and the Late Liberal Household.” Panel held at the Annual Meeting of the American Anthropological Association, Minneapolis, MN, November 2016.
- Discussant. “Feeling and Faking: Evidence, Accident, and the Production of Expertise in Self -Help.” Panel held at the Annual Meeting of the American Anthropological Association, Minneapolis, MN, November 2016.
- Presider and Discussant. Book Dialogue Session: Allison Pugh, *The Tumbleweed Society* and Marianne Coper, *Cut Adrift*. Session held at the Work and Family Researchers Network Conference, Washington, D.C., June 2016.
- “Professional Organizers: Neoliberal Agents or Organized Resisters?” Paper presented at the Annual Meeting of the American Anthropological Association, Denver, CO, November 2015.
- Participant. “Transforming America, One Ethnography at a Time.” Roundtable held at the Annual Meeting of the American Anthropological Association, Denver CO, November 2015.
- Discussant. “The Work of Care, Caring at Work.” Paper session held at the Annual Meeting of the American Anthropological Association, Denver, CO, November 2015.
- Chair and Discussant. “Rethinking Deviance: Explorations of Stigmatized Communities in Modern America,” undergraduate student panel presented at the California American Studies Association Annual Meeting, Fullerton, CA, April 2015.
- Participant. “Reaching Beyond the Academy: Strategies, Politics, and Principles for a Public Anthropology.” Roundtable held at the American Ethnological Society Spring Meeting. March 2015.
- “It’s Not about the Stuff: The Role of Carework in the Professional Organizing Process.” Paper presented at the Annual Meeting of the American Anthropological Association, Chicago, IL, November 2013.
- Discussant. “The Legacy of the Chicago School: Doing Fieldwork in Occupational Settings.” Panel session held at the Annual Meeting of the American Anthropological Association, Chicago, IL, November 2013.
- “Unemployed Tech Workers’ Ambivalent Embrace of the Flexible Ideal.” Paper presented at the American Sociological Association Annual Meeting, New York, NY, August 10-13, 2013.
- Chair. “Laboring on the Margins.” Panel session at the California American Studies Association Annual Conference. San Diego, CA, April 2013.
- “Ambivalence and Contradiction in High-Tech Workers’ Responses to Unemployment.” Paper presented at the American Ethnological Society and Association for Political and Legal Anthropology Spring Meeting. Chicago, IL, April 11-13, 2013.
- “The Limits of Liminality: Anthropological Approaches to Unemployment in the United States.” Paper presented at the Annual Meeting of the American Anthropological Association. San Francisco, CA, November 2012.

- Chair. "Ad@pting Indigeneity: Adapting and Adopting Cultural Practices and Identities of Indigenous Americans in Modern Contexts." Panel session held at the California American Studies Association Conference. Claremont, CA, April 20-21, 2012.
- "Unemployed White-Collar Workers Envision the Free-Market Future." Paper presented at the Annual Meeting of the American Anthropological Association. Montreal, Canada, November 2011.
- Chair. "California and Entrepreneurial Culture." Panel session held at the California American Studies Association Conference. Fullerton, CA, May 2011.
- "The Subprime Mortgage Crisis in Southern California: Competing Narratives of Fault and Folly." Paper presented at the Annual Meeting of the American Anthropological Association (AAA). Philadelphia, PA, December 2009.
- Discussant. "Communities of Critique: Rethinking Capitalism in American Culture." Panel session at the California American Studies Association Conference. Santa Barbara, CA, April 2009.
- "White-Collar Unemployment and the Cultural Impact of the Dual-Career Couple." Paper presented at the Annual Meeting of the American Studies Association. Albuquerque, NM, October 2008.
- "A Company of One: U.S. High-Tech Professionals Reconceptualize Corporate Employment." Paper presented at the Annual Meeting of the American Anthropological Association. San Francisco, CA, November 2006.
- "Teaching Work to Workers: Pedagogy, Politics, and the Power of Lived Experience." Paper presented at the Annual Meeting of the Society for the Anthropology of North America. New York, April 2006.
- Panelist, "Interdisciplinary Ethnography: A Roundtable Discussion." Roundtable held at the AAA Annual Meeting. Washington, D.C., December 2005.
- "'It's Like Exporting Baseball to Japan': US Tech Workers' Responses to Offshoring," paper presented at the conference of the Society for the Anthropology of Work. San Francisco, November 2004.
- "The Value of Work: White-Collar Unemployment in the New Economy," paper presented at the European Social Science History Conference. Berlin, Germany, March 2004.
- Panelist, "Revisiting False Consciousness," roundtable discussion held at the Annual Meeting of the American Studies Association. Hartford, CT, October 2003.
- "Living the High-Tech Life: Unemployment in the New Economy," paper presented at the Annual Meeting of the American Anthropological Association. New Orleans, November 2002.
- "Hire American: Nationalism and Professional Identity among High-Tech Professionals," paper presented at the Annual Graduate Student Conference of the UT Austin Department of American Studies. Austin, TX, September 2002.

C o n f e r e n c e S e s s i o n s O r g a n i z e d

- Co-organizer and Chair, "Fieldwork Dilemmas: Ethnographic Research in American Cultures." Roundtable to be held at the Annual Meeting of the American Studies Association, Honolulu, HI, November 2019.
- Organizer and Chair, "*Working* in 2017." Undergraduate student panel at the CSUF American Studies Student Association, Fullerton, CA, March 2017.
- Co-organizer and Participant, "Global Perspectives on Unemployment." Roundtable at the Annual Meeting of the American Anthropological Association, Minneapolis, MN, November 2016.

- Co-Organizer and Participant, “Transforming America, One Ethnography at a Time.” Roundtable at the Annual Meeting of the American Anthropological Association, Denver CO, November 2015.
- Co-Organizer and Participant, “Reaching Beyond the Academy: Strategies, Politics, and Principles for a Public Anthropology.” Roundtable at the American Ethnological Society Spring Meeting. March 2015.
- Co-Chair and Session Co-Organizer, “Anthropologies of Unemployment: Disciplinary Borders and Crossings in the Study of Unemployment,” Annual Meeting of the American Anthropological Association, San Francisco, CA, November 2012.
- Chair and Session Organizer, “The Global Financial Crisis in Comparative Perspective,” Annual Meeting of the AAA, Philadelphia, December 2009
- Chair, Session Organizer, and Discussant (student panel), “Communities of Critique: Rethinking Capitalism in American Culture,” California American Studies Association Annual Conference. Santa Barbara, CA, April 2009
- Session Organizer and Panelist, “Corporate Globalization and the New Middle Classes,” Annual Meeting of the AAA, San Francisco, CA, November 2006
- Session Organizer and Participant, “Interdisciplinary Ethnography: A Roundtable Discussion,” Annual Meeting of the AAA. Washington, D.C., December 2005.

Invited Talks and Events

- “Practical Tips for Getting Published.” Presentation to the CSUF Faculty of Color Learning Community, April 13, 2021.
- ““People Get Paid to Do This?": The Growing Field of Professional Organizing.” Presentation to the Eclectics lecture series of the CSUF Osher Lifelong Learning Institute, October 6, 2020.
- Workshop Presenter, “Abstract and Conference Prep Workshop,” sponsored by the CSUF American Studies Student Association. Fullerton, CA, September 27, 2016.
- Presenter, “*A Company of One*,” Faculty Author Series, sponsored by the CSUF Division of Human Resources, Diversity and Inclusion. Fullerton, CA, April 2015.
- “Preliminary Findings from Ethnographic Research among Professional Organizers.” Presentation to the Yale Ethnography and Oral History Reading Group. New Haven, CT, May 14, 2013
- Panelist, “Young Alumni Transdisciplinary Panel: Where I Went from Yale.” Yale Graduate School Alumni Association Mentoring Workshop, New Haven, CT, May 14, 2013.
- Roundtable Participant, “Getting and Staying on the Tenure Track.” Yale Graduate School Alumni Association Mentoring Workshop, New Haven, CT, May 14, 2013.
- Panelist, “How to Get the Most Out of Working with Your Professors.” CSUF H&SS Week American Studies Student Colloquium, Fullerton, CA, April 2013.
- “Organizing a Better Life: Gendered Entrepreneurship in the Flourishing Field of Professional Organizing.” CSUF Department of American Studies Graduate-Faculty Colloquium, Fullerton, CA, March 23, 2013.
- “Putting the ‘Professional’ in Professional Organizing: Women Making Space for a New Occupation.” Women’s History Month Lecture Series, Sponsored by the CSUF Women & Gender Studies Program, Women and Gender Studies Student Association, and College of H&SS. Fullerton, CA, March 13, 2013.

- “An Anthropologist among the Organizers: Notes from the Field.” Paper presented to the National Association of Professional Organizers, Los Angeles Chapter. Los Angeles, CA, February 25, 2013.
- “Marriage, Masculinity, and Unemployment.” Talk presented as part of the Deutsch Commons Lecture Series at Deutsch Advertising Agency, Los Angeles, CA, June 21, 2012.
- Moderator, “Career Counseling for Graduate Students,” Special Event at the Annual Meeting of the American Anthropological Association. San Francisco, CA, November 2012.
- “A Company of One, or What If No One Wants to Buy the Brand Called You?” Humanities Perspectives on Business Lecture Series, CSUF Mihaylo College of Business and Economics. Fullerton, CA, February 29, 2012.
- “A *Company of One*,” H&SS Student Resource Center Lecture Series, Fullerton, CA, September 2011.
- “An Anthropologist among Historians: Ethnographic Scholarship in American Studies,” paper presented to the Program in American Studies at Yale University. New Haven, CT, March 2008.
- “A Company of One: High-Tech Unemployment, Masculinity, and the Dual-Career Couple,” paper presented to the Culture, Power, and Social Change study group of the UCLA Department of Anthropology. Los Angeles, CA, April 2007.
- “Ten Things You Should Know about American History but Probably Don’t.” Freshman Programs Presentation, CSUF Student Dormitory. Fullerton, CA, 2007.
- Event Chair, Presentation of Conrad Arensberg Award to Arlie Russell Hochschild, Special Event, Annual Meeting of the AAA, San Jose, CA, November 2006
- “The Power of Networking, or Why Unemployed Techies Attend Networking Events They Don’t Think Will Actually Help Them Find a Job.” CSUF Department of American Studies Graduate-Faculty Colloquium. Fullerton, CA, April 2006.
- “Ten Things I Wish I’d Known as an Undergrad.” Freshman Programs Presentation, CSUF Student Dormitory. Fullerton, CA, 2006.
- “A Matter of Faith: White-Collar Jobseekers’ Abiding Confidence in the Market,” paper presented at the Yale University Market Culture Group. New Haven, CT, March 2005.
- “Using PowerPoint to Bring Visual Images to the Classroom,” Workshop Facilitator, CSUF Faculty Development Center. Fullerton, CA, October 2005.
- Session Chair and Presenter, “The Offshoring of White-Collar & Professional Work: Views from the U.S. and India,” Annual Meeting of the AAA. San Francisco, CA, November 2004.
- Panelist, “Social Sciences in American Studies,” panel discussion at Yale University Graduate School. New Haven, CT, April 2003.
- “What I’m Worth: White-Collar Unemployment in the New Economy,” paper presented to the Dallas Area Social History Group, Southern Methodist University. Dallas, October 2002.

Professional Activities

- **Podcast Host, New Books in American Studies**, New Books Network, 2018-2020
- **Editorial Board Member, *Anthropology of Work Review***, 2016-present
- **Series Editor, *Anthropology of Contemporary North America***, U. of Nebraska Press, 2013-present
- **Book Prize Committee Member, Society for the Anthropology of Work**, 2011, 2016, 2020-present
- **Secretary, Society for the Anthropology of Work**, 2013-2017

- **SAW Internship Committee Member, Society for the Anthropology of Work**, 2016
- **Executive Board Member, Society for the Anthropology of Work**, 2004-2017, 2019-20
- **Board Member**, Yale Graduate School Alumni Association, 2012-2015
- **Program Editor, Society for the Anthropology of Work**, 2010-2012
- **Book and Film Reviews Editor, *Anthropology of Work Review***, 2004-2011
- **Conference Program Committee Member, California American Studies Assn.**, 2009-2010
- **Articles Referee** for peer-reviewed journals across multiple disciplines: *American Ethnologist*; *Anthropology of Work Review*; *Contemporary Sociology*; *Culture, Theory, and Critique*; *Ethnography*; *Journal of Anthropological Research*; *Research in the Sociology of Work*; and *Work and Occupations*
- **Manuscript Reviewer** for academic presses including Cornell University Press; Oxford University Press; Stanford University Press; and University of Nebraska Press.
- **Grant Proposal Reviewer:** National Science Foundation; Wenner Gren Foundation; and American Council of Learned Societies.

Department Service

- **Member, American Studies Department Personnel Committee & Department Peer Review Committee**, 2011-12; 2015-18; 2019-21
- **Member, American Studies Undergraduate Advising Team**, 2020-present
- **Member, American Studies Assessment of Student Learning Committee**, 2007-2012; 2014-18; 2019-21 (Chair 2015-2018; 2019-2021)
- **American Studies Internship Coordinator**, 2015-21 (alternating semesters)
- **Board Member, Mike and Lucy Steiner Study Abroad Scholarship in American Studies**, 2015-present
- **Member, Curriculum Committee, Department of American Studies**, 2019-20
- **Member, Department Website Committee**, 2019-21
- **Member, American Studies Department Leaves Committee**, 2015-2017
- **Member, Commencement Committee, Department of American Studies**, 2015
- **Search Committee Chair, Department of American Studies**, 2013-14
- **Search Committee Member (7 searches), Department of American Studies**, 2005-2017
- **Member, Graduate Committee, CSUF Department of American Studies**, 2013
- **Website Administrator, CSUF Department of American Studies Website**, 2007-2016
- **Weaver Prize Committee, Dept. of American Studies**, 2005-2007; 2010-11; 2012-13; 2014-15 (Chair)
- **Faculty Advisor, American Studies Student Association**, 2005-2008, 2010-12

University Service

- **Planning Committee Member, 2021 CSUF Research Week Panel on Sustaining Research and Creativity**, April 2021
- **Program Performance Reviewer, CSUF Philosophy Department**, 2019-20
- **Member, H&SS Ad Hoc Intramural Grant Committee**, Spring 2018
- **CSUF University Faculty Hearing Panel Member**, 2012-present

- **Program Performance Reviewer, CSUF Division of Anthropology, Spring 2018**
- **Member, Advising Committee, CSUF College of Humanities & Social Sciences, 2015**
- **Member, Study Abroad Committee, CSUF College of Humanities & Social Sciences, 2013-2015**
- **Member, AB-540 Taskforce Committee, 2012-2014**
- **Grant Reviewer, Faculty Development Center, CSUF, 2012, 2013, 2018**
- **Member, College of H&SS Web Taskforce Committee, CSUF, 2011**
- **Women's Studies Program Advisory Council and Affiliated Faculty, 2006-present**
- **Chair, Research and Grants Committee, H&SS, 2006-2008**
- **Coordinator, *Women's, Gender, and Sexuality Studies Colloquia Series* (Yale), 1998-2000**
- **Founder and Chair, *Yale Women in Academia*, 1998-2000**

Professional Association Memberships

- American Anthropological Association
- American Studies Association
- Society for the Anthropology of Work
- Society for the Anthropology of N. America
- Society for Economic Anthropology
- American Ethnological Society

Courses Taught

- *American Studies Internship*, CSUF (new undergrad & grad courses co-designed w/ Dr. Terri Snyder)
- *Americans at Work*, CSUF (new course)
- *Disability and American Culture*, CSUF (new course)
- *American Culture through Ethnography*, CSUF (new course)
- *The Office: White-Collar Work in American Culture*, CSUF (new course)
- *The Corporation in American Culture*, CSUF (new course)
- *Doing Fieldwork in American Studies*, CSUF (new course)
- *Ethnography and American Culture*, CSUF (new course)
- *Graduate Theories and Methods*, CSUF
- *Seminar in Theories and Methods of American Studies*, CSUF
- *The Search for Community*, CSUF
- *Women in American Society*, CSUF
- *Honors Women in American Society*, CSUF Honors Program
- *Introduction to American Studies*, CSUF
- *American Character*, CSUF
- *Honors Oral Communication*, CSUF Honors Program
- *Diversity in Denmark*, CSUF H&SS Study Abroad Program (Copenhagen, Denmark)
- *Food and Sustainability in Denmark*, CSUF H&SS Study Abroad Program (Copenhagen, Denmark)
- *Life and Culture in South Africa*, CSUF H&SS Study Abroad Program (Port Elizabeth, South Africa)
- *Americans Abroad*, CSUF H&SS Study Abroad Program (Port Elizabeth, South Africa)
- *American Communities*, Yale University

- *Ethnographic Field Methods*, Yale University

Community Service

• **Media Appearances**

- * *Mergers and Acquisitions*, podcast of the Society for Economic Anthropology (October 12, 2021).
- * [“Women Embracing Their Sexuality Should Not Be Objectified.”](#) Daily Titan (Feb. 26, 2021).
- * [“unWorking.”](#) Canadian Broadcasting Corporation Radio Special (September 4, 2020).
- * [“3 Organizing Tips from Cal State Professor Carrie Lane.”](#) Orange Coast Magazine (May 22, 2020).
- * [“Podcasters at CSUF Share Hollywood Gossip, Inspiring Stories, Good Reads, and Startup Tips.”](#) OC Register (February 27, 2020).
- * [“CSUF Students Zero in on Food Waste on Trip to Copenhagen.”](#) OC Register (Aug 28, 2019).
- * [“KonMari Organizing Craze Sparks Questions about Modern Life.”](#) CSUF News Service (Jan 29, 2019).
- * [“Woman to Woman”](#), Two Cackling Hens podcast (Dec 2018).
- * [“In the Workplace.”](#) Business Radio on Sirius XM Radio (Sept 17, 2015).
- * “Leadership Fellows Program: Where Are They Now?” (Nov/Dec 2013): 29.
- * [“Professor Sifts through World of Professional Organizers.”](#) SpareFoot.com (Oct 24, 2013).
- * [“White-Collar Mavericks.”](#) Patt Morrison Show, KPCC Public Radio, Pasadena, CA (March 9, 2012).
- * *Cultural Studies Podcast*, interviewed by Toby Miller about *A Company of One* (May 2011).
- * “Behind the News,” interviewed by Doug Henwood about *A Company of One*, KPFA 94.1 Public Radio, Berkeley, CA (April 9, 2011).
- * “American Studies Matters,” by Jeannette Castaneda, *Daily Titan* (March 3, 2011).
- * “20 Women to Watch,” Ashly McGlone, *OC Metro* (March 2010).
- **Teaching Parent, Cornerstone Elementary School**, Rancho Palos Verdes, CA, 2019-present
Assist in elementary classrooms and playground areas, 4hrs/wk.
- **Steward, Springcreek Little Free Library**, 2014-present
Maintain lending library outside my home to encourage reading and foster community. See littlefreelibrary.org for more information.
- **Volunteer, Cedars-Sinai Emergency Department**, Los Angeles, CA, 2011– 2014
Provide information and assistance to Emergency Department patients and visitors 4hrs/wk.

ELAINE LEWINNEK

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Fullerton CA 92831
657-278-3860
elewinnek@fullerton.edu

TEACHING

Professor, California State University at Fullerton, Department of American Studies, fall 2005 to the present. Elected Environmental Studies Program Coordinator, 2020-present, elected Interim American Studies Department Chair August 2015-January 2017, received student-nominated Titan Advising Award 2015, promoted to full professor in 2015, and awarded tenure in 2012. Courses taught range from introductory general education surveys to capstone seminars:

AMST 101: Intro. to American Culture Studies; developed an online version

AMST 201: Introduction to American Studies; developed an online version

AMST 301: American Character

AMST 345: American Dream. Designed this new general education course, including an online version.

AMST 350: Theory and Methods of American Studies

AMST 395: California Cultures

AMST 401T: Research Seminar on Los Angeles, developed this new course, including an online version

AMST 401T: Research Seminar on Suburbs, developed this new course

AMST 404: Americans and Nature; co-designed this new course

AMST 409: Consumer Culture; designed this new course.

AMST 416: Southern California Culture

AMST 418: Food & American Culture; co-designed this new course

AMST 444: American Placemaking, developed an online version

AMST 488: Race, Sex, and American Urban Culture; co-designed this new course

AMST 499: Independent Study for Undergraduates

AMST 596: Teaching Tutorial

AMST 598: Graduate Thesis

AMST 599: Independent Graduate Research

ENST 595T: Sustaining Southern California

ENST 596: Internship, developed an online version
ENST 597: Project
ENST 598: Thesis
ENST 599: Independent Graduate Research, developed an online version
ANTH 342: Anthropology and Health, for study-abroad program
HSS 350: Life and Culture in Bali, for study-abroad program

PUBLICATIONS AND SCHOLARLY ACTIVITIES

Books

Elaine Lewinnek, Gustavo Arellano, and Thuy Vo Dang, *A People's Guide to Orange County* (University of California Press, forthcoming, 2022). Reviewer Romeo Guzmán explains, “By centering overlooked and marginalized communities, places, and people, this book challenges us to see Orange County anew. Required reading for students interested in the past and future of Southern California.” Reviewer D. J. Waldie adds, “This People’s Guide layers Orange County’s troubled history on today’s uneasy present to reveal, in dozens of smart vignettes, the character of a place and its people. Intensely local yet expansive in their critical insight, the authors rouse true stories of desire and loss, of conflict and resistance, from Orange County’s suburban dreamscape.” Santa Ana resident and high school student Joyce Jogwe, who participated in community-based peer review experiments, summarized with particular clarity: “This book showed me that history is not just in my textbooks. It’s in my backyard.”

Elaine Lewinnek, *“The Working-Man’s Reward:” Chicago’s Early Suburbs and the Roots of American Sprawl* (New York: Oxford University Press, April, 2014). Reviewer Becky Nicolaides calls it, “brilliant... a paragon of the new suburban history” while *Chicago Tribune* reviewer Bill Savage wrote, “Lewinnek’s sharp literary critique and insightful analysis of Chicago’s racial history is matched by her delving deeply into unpublished sources... Lewinnek has written one of the best books about Chicago in a long time.”

Peer-Reviewed Articles and Book Chapters

Elaine Lewinnek, “Park Place Material: Privatization, Home Owners Association, and My Dog” in Carribean Fragoza and Romeo Guzmán, ed.s, *Postcards from California: Creative Nonfiction Grounded in Place* (Heyday Press, forthcoming, 2022).

Elaine Lewinnek, Gustavo Arellano, Thuy Vo Dang, and Andrew Tonkovich, "Forum: A People's Guide to Orange County" in *Santa Monica Review's Citric Acid* (forthcoming, January 2022)

Elaine Lewinnek and Tom Zoellner, "Seeing Orange County," *Boom California* (February 2018).

Ryan Reft, Elaine Lewinnek, and Thuy Vo Dang, "Forthcoming 'People's Guide' Unpeels Orange County's Hidden History," KCET *Lost LA* (March 2017)

Elaine Lewinnek, "Modern Architecture, Consumer Citizenship, and the Fate of America's Downtowns," *Journal of Urban History* 43:3 (February 2017), 523-527.

Elaine Lewinnek, "From Ferguson to Irvine: Why Suburban Diversity Matters," *Western Humanities Review*, Special Issue on Prestige 70:3 (Fall 2016), 13-27.

Elaine Lewinnek, "Social Studies Controversies in 1960s California: *Land of the Free*, Public Memory and the Rise of the New Right," *Pacific Historic Review* 84: 1 (February 2015), 48-84. Nominated for the History of Education Society Prize.

Elaine Lewinnek, "The New Metropolitan History," invited commentary for special section of *Journal of Urban History* 40:1 (January 2014), 3-5.

Elaine Lewinnek, "'I Consider it Un-American Not to Have a Mortgage:' Historical Perspective on the Housing Crisis," in Peter Paik and Mary Wiesner-Hanks, ed.s, *Debt: Ethics, the Environment, and the Economy* (Indianapolis: Indiana University Press, 2013), 26-38.

Elaine Lewinnek, "Mapping Chicago, Imagining Metropolises: Reconsidering the Zonal Model of Urban Growth" *Journal of Urban History* 36:2 (March 2010), 197-225. Nominated for the Berkshire Conference of Women Historians Prize for Best Article of 2010; recognized as one of the *Journal of Urban History's* most-read articles.

Elaine Lewinnek, "The Kaweah Co-operative Commonwealth and the Contested Nature of Sequoia National Park," *Southern California Quarterly* 89:2 (Summer 2007), 141-167.

Elaine Lewinnek, "Better than a Bank for a Poor Man?: Home Financing in Chicago, 1870-1930" *Journal of Urban History* 32:2 (December 2006), 274-301.

Other Recent Scholarly Work

Elaine Lewinnek, "Book Review: Thomas Dyja, *The Third Coast: When Chicago Built the American Dream*," in *Middle West Review* 5:1 (Fall 2018), 109-111.

Elaine Lewinnek, "Book Review: Melanie Kiechle, *Smell Detectives: An Olfactory History of Nineteenth-Century Urban America*" in *Journal of American History* 105:2 (September 2018), 396-397.

"Member of the Week: Elaine Lewinnek" *The Metropole, Official Blog of the Urban History Association* (September 2018).

Elaine Lewinnek, "What Walkouts Teach Students: A Report from San Diego," *Public Seminar*, New School for Social Research in New York City (March 2018).

Elaine Lewinnek, "Take Your Seat at the Professor's Party" *The Metropole, Official Blog of the Urban History Association* (February 2018).

Elaine Lewinnek and LaDale Winling, "A Vision for UHA 2018" *The Metropole, Official Blog of the Urban History Association* (December 2017).

Elaine Lewinnek, "Writing Orange County" review of Lisa Alverez and Andrew Tonkovich's *Orange County: A Literary Field Guide in Boom California* (July 2017).

Elaine Lewinnek, "On March 8, I Will Not... Leave Organizing to Someone Else," *Public Seminar*, New School for Social Research in New York City (March 2017).

Elaine Lewinnek, "The Cultural Front: The San Diego Women's March," *Public Seminar*, New School for Social Research in New York City (January 2017).

Elaine Lewinnek, Book review of Colin Fisher, *Urban Green: Nature, Recreation, and the Working Class in Industrial Chicago* for *American Historical Review* 121: 3 (June 2016), 948-949.

Elaine Lewinnek, "Learning Baltimore," *Public Seminar*, New School for Social Research in New York City (May 2015).

Elaine Lewinnek, "Origins of American Suburbs," *Living Textbook* column for the *Orange County Register* (Sept. 29. 2014), 3.

Recent Conference Presentations and Invited Lectures

Elaine Lewinnek, “Personhood: Recent Work in California American Studies”
California American Studies Association (forthcoming, April 2022)

Elaine Lewinnek and Thuy Vo Dang, “Teaching Orange County’s Ethnic History” for
California Global Education Project (forthcoming, February 2022)

Elaine Lewinnek and Thuy Vo Dang, “Diversity of Orange County’s Past and
Present,” CSUF Osher Lifelong Learning Institute Diversity series (forthcoming,
December 2021, virtual)

Elaine Lewinnek, Thuy Vo Dang, and Krista Nichols, “People’s Landmarks of Orange
County,” Orange County Archives in Action (forthcoming, November 2021, virtual)

Elaine Lewinnek, “Orange County’s Water History,” California Global Education
Project (June 2021, virtual)

Elaine Lewinnek, “Becoming the Burbs,” Elmhurst Art Museum (May, 2021, virtual)

Elaine Lewinnek, “Methods for Doing Ethnic Urban/Suburban History,”
Organization of American Historians Conference (April, 2021, virtual)

Elaine Lewinnek, “O.C. Social Studies Controversies and the Rise of the New Right,”
Orange County Historical Society (February, 2021, virtual)

Elaine Lewinnek, “Lost Causes: The 1870s, 1970s, and January 6th,” American
Studies Departmental Forum (February, 2021, virtual)

Elaine Lewinnek, “Ethnic Studies and the Achievement Gap,” “Inclusive Curriculum
and Student Social Movements,” two webinars for Encinitas for Equality Youth
(September and October, 2020, virtual)

Elaine Lewinnek, “Involving Students as Historians with *A People’s Guide to Orange
County*” Teaching History Conference (May, 2019) University of California, Los
Angeles.

Elaine Lewinnek and Thuy Vo Dang, “Confronting Southern California’s Historical
Forgetting with the *People’s Guide* Project,” California American Studies Association
conference (April 2019), San Diego State University.

Elaine Lewinnek, chair and commenter, “Containment and Exclusion: Power and
Social Boundaries in Postwar California,” co-sponsored by the L.A. History and
Metro Studies Group of the Huntington-USC Institute on California and the West,

California American Studies Association conference (April, 2019), San Diego State University.

Elaine Lewinnek, “Food for Thought: Exploring Multicultural Food Culture in California” Center for California Studies Lecture Series with Assembly Speaker Anthony Rendon (December, 2018), California State University, Fullerton.

Elaine Lewinnek, Gustavo Arellano, and Thuy Vo Dang, “A People’s Guide to Orange County,” invited panel at Orange County Archives in Action (October 2018), Bowers Museum, Santa Ana.

Elaine Lewinnek, organizer and panelist, “City Cultures,” invited lecture at Agnewfest (May 2018), Yale University.

Elaine Lewinnek, chair and commenter, “Valued Properties: Color-Consciousness in Mid-20th-Century Urban Planning and Policy,” panel solicited by the Urban History Association at the Organization of American Historians (April 2018), Sacramento.

Elaine Lewinnek, “Alternative Histories of Southern California,” part of the H&SS Dean’s Lecture Series, “Alternative Facts: Evidence, Interpretation, and Reality” (February 2018), California State University, Fullerton.

Elaine Lewinnek, “A History of Orange County Activism,” CSUF Unity Block Party (October 2017), California State University, Fullerton.

Tom Zoellner and Elaine Lewinnek, “*Boom* Conversation: Three Orange Counties,” invited talk at *Boom California* Brownbag Series (September 2017), California State University, Fullerton.

Elaine Lewinnek, “A People’s History of Orange County,” invited talk at Heritage Museum of Orange County (July 2017), Santa Ana.

Elaine Lewinnek and Thuy Vo Dang, “A People’s History of Orange County,” invited talk at the UCI Humanities Out There / OC Parks Oral History Day (June 2017), Irvine Ranch Historic Park.

Elaine Lewinnek, “Los Angeles Rebellion: 25 Years Later,” panel commentary at the California American Studies Association conference (April, 2017), California State University, Long Beach.

Elaine Lewinnek, “A People’s History of Orange County” invited talk at the Town & Gown Lecture Series, Fullerton Public Library (November 2016), Fullerton.

Elaine Lewinnek, “Urban History as Public History,” chair and panelist at the Urban History Association Biannual Conference (October 2016), Loyola University, Chicago.

Elaine Lewinnek, “The *People’s Guide* Series: Narrating New Histories of Place,” Huntington-USC LA History and Metro Studies Group (September 2016), Huntington Library, Pasadena.

Elaine Lewinnek and Michael Steiner, “A People’s Guide to Orange County: Uncovering Hidden Grassroots Histories,” Graduate-Faculty Colloquium, Department of American Studies (April 2016), Fullerton.

Elaine Lewinnek, “Defining and Designing Public Space in Los Angeles,” commentary for a panel at the Society for American City and Regional Planning History (November 2015), Los Angeles.

Elaine Lewinnek, “From Ferguson to Irvine: Why Suburban Diversity Matters,” Western Humanities Conference (November 2015), University of California, Irvine.

Elaine Lewinnek, “From Ferguson to Fullerton,” for the H&SS Dean’s Colloquium on Inequality (October 2015), California State University, Fullerton.

Elaine Lewinnek, “What do Sidewalks Mean? A Response to David Ulin’s *Sidewalking: Coming to Terms with Los Angeles*” (October 2015), California State University, Fullerton.

Elaine Lewinnek and Michael Steiner, “People’s Guide to Orange County,” California American Studies Association Annual Meeting (April 2015), California State University, Fullerton.

Elaine Lewinnek, “L.A. Stories,” chair and commenter for a panel of three CSUF students at the California American Studies Association Annual Meeting (April 2015), California State University, Fullerton.

Elaine Lewinnek, “‘Integrated History’ in L.A.’s Integrating Suburbs: Public Memory and the Rise of the New Right,” for panel on “Race, Space, and Politics in Los Angeles’s Postwar Suburbs” at the American Studies Association Annual Meeting (November 2014), Los Angeles.

Elaine Lewinnek, “Public Memory and the Rise of the New Right in the Los Angeles Region,” for panel on “Constructing and Defining Boundaries in US Metropolitan Political Development” at the Urban History Association Biannual Meeting (October 2014), University of Pennsylvania.

Elaine Lewinnek, “The Working Man’s Reward and the New Suburban History,” for panel on “Spaces of Class Formation,” How Class Works Conference (June 2014), Center for Working-Class Studies, State University of New York, Stonybrook

Elaine Lewinnek, “Popular Culture Perspectives on the Environment,” commentary for panel of students at Sustainability Earthweek Symposium (April, 2014), California State University, Fullerton.

Elaine Lewinnek, “State of the Field of New Suburban History: Reflections on the Ten-Year Anniversary of *My Blue Heaven*,” Organization of American Historians Annual Conference (April 2013), San Francisco.

AWARDS

Ahmanson grant, Historical Society of Southern California
Dean’s Summer Research Stipend, California State University, Fullerton
Junior Faculty Research Grant, California State University, Fullerton
John J. Abernethy Fellowship, Yale University
John F. Enders grant, Yale University

SERVICE

Service to the American Studies Department

Interim Department Chair (August 2015 - January 2017)
Faculty search committees (all six searches 2005 to present, chaired in 2018-19)
Department Personnel committee (2015-2019, chaired 2016-17, alternate in 2019-20 and 2021-2022)
Assessment committee (2005-2016, chaired 2011-12 and 2014-15)
Curriculum committee (chaired, 2016 to present)
Graduate studies committee (2009-2011)
Undergraduate Advisor (2005 to present). With Carrie Lane, redesigned major and minor advisement forms and co-led successful recruitment efforts in General Education classes, increasing our number of majors by 50%.

Library committee (2005-2010)

M.A. exam-list revision committees (chaired committee on “Culture and Environment” in 2015-2016 and chaired committee on “Work, Consumption, and Leisure” in 2008-2009)

Weaver prize committee (2005-2009 and 2019 to present; chaired in 2008, 2009, 2019, and 2020)

Adviser to *The American Papers*, student journal of the American Studies Students Association (2006, 2010, and 2015).

Co-adviser to the American Studies Students’ Association (2006-2007).

Organized or co-organized public lectures on campus: writer Karla Cornejo Villavicencio (March, 2021), Professor Romeo Guzman and activist Apolonio Morales (September, 2020, via Zoom), Professor Genevieve Carpio (April, 2020, via Zoom); Professors Catherine Liu and Michael Morand (April 2016); Professors Kathleen Belew, Gerry Cordova, and Jose Limon (February, 2010); journalist Gustavo Arellano (October 2006); writer Donald J. Waldie (May 2006), as well as a public symposium, “What Can You Do With a Degree in American Studies?” inviting diverse panels of recent graduates to speak to current students about using American Studies in their careers (annually, 2010-2018).

Presented invited talks at departmental forum on American Studies Contexts for Understanding January 6th (February, 2021, virtual), the American Studies Graduate-Faculty Colloquium (2005, 2011, and 2016), Susie Woo’s class on the West (2014), departmental graduation ceremony (2014), and the American Studies Students Association Movie Night Series (2007, 2009, 2016, and 2019).

Recent Service to the University

Coordinator of the Environmental Studies Program (2020 to present); member of Environmental Studies Program Council (2005-2019), including serving as chair of ENST Departmental Personnel Committee (2013-2019).

Elected member of the Department Personnel Committee, Department of Religious Studies (2021-2022).

Member of the Search Committee, CSUF Titan Dreamers Resource Center (2021)

Elected member of the Search Committee, H&SS Associate Dean for Faculty (2021)

Boardmember of the Faculty Development Center (FDC), a standing committee of the University Academic Senate (2014-2016).

Elected member of H&SS Research & Grants Committee (2014-2016).

Recent Service to the Profession

California American Studies Association: board member (2019 to present), president (2016-2019), vice-president (2014-2015), secretary (2011-2013), and member of the Donath Prize Committee (2010-2011). As CASA president, worked closely with the California Council on History and American Institutions to lobby for the requirement that CSU students study U.S. Institutions & Values.

Urban History Association: Co-coordinator of the 2018 biannual conference (2016-2018), elected board member (2016-2019), guest host for the Urban History Podcast (2015), chair of the Michael Katz award for Best Dissertation (2020), and chair of the Arnold Hirsch Committee for Best Essay (2009).

External Reviewer for Program Performance Review for Department of American Studies, CSU Long Beach (2017) and Department of English, CSU Fullerton (2020).

Advisory Board Member:

People's Guide to Chicago (2015 to present)

POLIS: Fordham Series in Urban Studies (2016 to present)

Peer Reviewer:

Antipode: A Radical Journal of Geography

Boom California, a journal of University of California Press

Chicago University Press

Columbia University Press

Johns Hopkins University Press

Journal of Urban History

National Science Foundation

Pacific Historical Review

University Press of Kansas

Further Service to the Community

Led professional-development workshops for local K-12 teachers through the California Global Education Project (CSUF), the California History and Social Studies

Project (University of California, Irvine), and the Santa Ana Unified School District. Presented invited talks at local high schools: Sage Hill School in Newport Beach (September 2018) and El Dorado High School in Placentia (February 2017).

Presented invited talks for area activist groups: Encinitas For Equality (2020) and Occupy San Diego (2012).

Recent media appearances: *Chicago Daily Herald*, *Chicago Magazine*, *Chicago Public Radio*, *Crain's Chicago Business Journal*, KPCC public radio, WGN Television, WGN Radio, and two documentary films: John MacDonald's *Mule: Living on the Outside* and Lev Anderson's *Irvine, California*.

KRISTIN DENISE ROWE (“KRIS”)

Curriculum Vitae

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EDUCATION

Ph.D., African American and African Studies, Michigan State University, 2019
 Interdisciplinary Graduate Certificate in Women’s and Gender Studies
 Dissertation: *“It’s the Feelings I Wear”*: Black Women, Natural Hair, and New Media
(Re)Negotiations of Beauty

M.A. African American and African Studies, Michigan State University, 2015

B.A., Black American Studies & English (Dual Major), University of Delaware, 2013

ACADEMIC POSITIONS

Assistant Professor – California State University Fullerton, Department of American Studies,
 Fall 2019 – Present

PUBLICATIONS

Rowe, Kristin Denise. ““Unmanageable”: Exploring Black Girlhood, Storytelling, and Ideas of Beauty.” *Open Cultural Studies* (Forthcoming 2021)

Rowe, Kristin Denise. “Rooted: On Black Women, Beauty, Hair, and Embodiment” in *The Routledge Companion to Beauty Politics* Ed. By Maxine Leeds Craig (Routledge, 2021)

Rowe, Kristin Denise. “Beyond “Becky with the Good Hair”: Hair and Beauty in Beyoncé’s “Sorry”” in *Beyoncé in the World: Making Meaning with Queen Bey in Troubled Times* Ed. by Christina Baade and Kristin McGee (Wesleyan University Press, 2021)

Rowe, Kristin Denise. “Beyond ‘Good Hair’: Negotiating Hair Politics Through African American Language.” *Women and Language*, Vol. 42, No. 1 (Spring 2019): 43-68

Rowe, Kristin Denise. “Nothing Else Mattered After That Wig Came Off”: Black Women, Hair, and Scenes of Interiority.” *Journal of American Culture*, Vol. 41, No. 1 (2019): 21-36 DOI: <https://doi.org/10.1111/jacc.12971> - Top Downloaded Paper 2018-2019, *Journal of American Culture*, Wiley Publishing Company.

Randolph, Antonia, Holly Swan, and Kristin Denise Rowe. “That \$hit Ain’t Gangsta’: Symbolic Boundary Making in an Online Urban Gossip Community.” *Journal of Contemporary Ethnography*, Vol. 47, No. 2 (2018): 609-639 DOI: <https://doi.org/10.1177/0891241617716744>

PUBLIC SCHOLARSHIP

- 2020 Rowe, Kristin Denise. "Hair, Sex Work, and Netflix's Quietly Liberating 'Jezebel.'" *CRWN Magazine*. <https://www.crwnmag.com/blog/2020/5/hair-sex-work-and-netflixs-quietly-liberating-jezebel>
- 2018 Rowe, Kristin Denise. "On Decolonization, Beauty, and Black Hair Aesthetics." *Research Collective for Decolonizing Fashion*: <https://rcdfashion.wordpress.com/2018/09/17/on-decolonization-beauty-and-black-hair-aesthetics-by-kristin-denise-rowe/>
- 2018 Rowe, Kristin Denise. "I'm Bossy": On Black Feminism, Power, and Body Politics." *The Body Is Not An Apology*: <https://thebodyisnotanapology.com/magazine/im-bossy-on-black-feminism-power-and-body-politics/>
- 2018 Rowe, Kristin Denise. "5 Game-Changing Natural Hair Moments of the Past 10 Years." *Curly Nikki*: <http://www.curlynikki.com/2018/05/5-game-changing-natural-hair-moments-of.html>

TEACHING

California State University, Fullerton - Fullerton, CA

Department of American Studies

AMST 300: Introduction to American Popular Culture

AMST 401T: The Body in American Culture

AMST 412: Women, Race, and Ethnicity in American Culture

AMST 447: Race and Popular Culture

Michigan State University - East Lansing, MI

Department of English – *ENG 350: Readings in African American Literature*

Department of African American and African Studies – *AAAS 300: Survey in Black/Africana Studies*

Women's and Gender Studies Center – *WS 201: Introduction to Women's Studies* (Online)

Department of Writing, Rhetoric, and American Cultures – *WRA 101: Writing as Inquiry*

Master's Thesis Committee Memberships Completed

Christina Brown, California State University Fullerton, Spring 2020 – “*Shaping the Story*”: *The Poetry, Television, and Dance of the #MeToo Movement*

GRANTS, AWARDS, and HONORS

- 2020 Inaugural Article of the Year Award (2019). *Women and Language*. Organization for the Study of Communication, Language, and Gender, Miami University.
- 2020 Dean’s Faculty Scholarly Achievement Award, California State University Fullerton, College of Humanities and Social Sciences
- 2018 Residential College of Arts and Humanities Graduate Fellows Program, Michigan State University, Residential College of Arts and Humanities
- 2018 Frederick Douglass Teaching Scholars Fellowship, Kutztown University, Frederick Douglass Institute/Department of English (Declined)
- 2018 Dissertation Completion Fellowship, Michigan State University, The Graduate School
- 2017 Graduate School Writing Fellowship, Michigan State University, The Graduate School
- 2017 Harriet Pipes McAdoo Fellowship, Michigan State University, African American and African Studies
- 2017 Summer 2017 Women’s Studies Course Instruction Fellowship, Michigan State University, Center for Gender in Global Context
- 2017 Rita Gallin Award for Best Graduate Paper on Women and Gender in Global Perspective, Michigan State University, Center for Gender in Global Context
- 2016 Support Fellowship for Summer Teachers and Scholars Institute (STSI), Columbia University, Institute for Research in African-American Studies (IRAAS)

CONFERENCE PRESENTATIONS

- Nov. 2020 “‘Unmanageable’: Exploring Black Girlhood, Storytelling, and Constructions of Beauty.” Roundtable for Black Feminist and Womanist Theory, Pennsylvania State University, Virtual via Zoom.
- March 2020 “The American Descendants of Slaves (“ADOS”) Movement: A Black Studies Response.” National Council of Black Studies (NCBS) Annual Conference, Atlanta Marriott Buckhead Hotel, Atlanta, GA.

- March 2019 “Doing Embodied Black Feminism in Black Studies.” National Council of Black Studies (NCBS) Annual Conference, DoubleTree by Hilton Hotel New Orleans, New Orleans, LA.
- Nov. 2018 “Transform Your Hair!’: Black Femininity, Natural Hair, and (Re)negotiating Concepts of Beauty.” National Women’s Studies Association (NWSA) Annual Conference, Hilton Atlanta, Atlanta, GA.
- Nov. 2017 “It’s in the Feelings I Wear’: Black Women, Natural Hair, and Re-Negotiations of Beauty.” National Women’s Studies Association (NWSA) Annual Conference, Hilton Baltimore, Baltimore, MD.
- March 2017 “Beyond ‘Good Hair’: Negotiating Hair Politics Through African American Language.” National Council of Black Studies (NCBS) Annual Conference, Hilton Houston, Post Oak, Houston, TX.
- Oct. 2016 “Nothing Else Mattered After That Wig Came Off’: Black Women, Hair, and Scenes of Cinematic Interiority.” Association for the Study of African American Life and History (ASALH) Annual Conference, Richmond Marriot, Richmond, VA.
- March 2016 “I Love This Cotton Hair!’: Black Women, Natural Hair, and (Re)Constructions of Beauty.” National Council of Black Studies (NCBS) Annual Conference, Omni Charlotte Hotel, Charlotte, NC.
- July 2015 “I Love This Cotton Hair!’: Black Women, Natural Hair, and (Re)Constructions of Beauty.” Graduate Seminar Series, Thabo Mbeki Leadership Institute, Pretoria, South Africa.
- April 2015 “Young, Upwardly Mobile Women’: Global Identity and Female Subjectivity in Contemporary Nigeria.” Popular Culture Association/American Culture Association (PCA/ACA) National Conference, New Orleans Marriott, New Orleans, LA.

INVITED LECTURES AND EVENTS

- Sept. 2021 “The Politics of Beauty and the African Body” Roundtable. Third Kwame Nkrumah Intellectual and Cultural Festival, University of Ghana, Accra, Ghana. Virtual (via Zoom).
- March 2021 Women’s History Month: The CROWN Series Part II. The Charles H. Wright Museum African American History, Detroit, Michigan. Virtual (via Zoom).
- Aug. 2020 “Your Black is Beautiful: Embracing Your Beauty When It’s Not the Standard.” Black Women in Higher Education Organization. Virtual (via Zoom).

- June 2020 “Virtual Teach-in: Race, Power, and American Studies Part II.” Department of American Studies, California State University Fullerton, Fullerton, California. Virtual (via Zoom).
- March 2020 “Kinky, Curly, Wavy: The Panel with Dr. Lee and Dr. Rowe.” SisterTalk student organization, hosted by the Career Center and WoMen’s and Adult Reentry Center, California State University Fullerton, Fullerton, California.
- Feb. 2018 Black History Month African-American Film Series Panel Discussion. East Lansing Public Library, East Lansing, Michigan.
- March 2016 #SayHerName: Race, Gender, Sexuality, and the US Police State.” AL 491: *After the Dream: Social Unrest, Hashtag Activism, and Inequality in Contemporary America*, Michigan State University College of Arts and Letters, East Lansing, Michigan.
- April 2015 “Our Hair. Our Hearts. Our Way’: I Love This Cotton Hair.” Curlfriends Undergraduate Student Organization, Michigan State University, Eppley Center, East Lansing, Michigan.

ACADEMIC SERVICE

- 2020 – 2022 Academic Co-Advisor, American Studies Student Association, California State University Fullerton
- 2019-2022 Member, Earl James Weaver Prize for Student Essays Committee, American Studies, California State University Fullerton
- 2021 Coordinator, Black History Month Resource Project, Department of American Studies, California State University Fullerton
- 2020 – 2021 Member, Faculty Search Committee, Department of African American Studies, California State University Fullerton
- 2015 - 2018 Graduate Advisor, “Curlfriends” Undergraduate Student Organization, Michigan State University.
- 2016 - 2017 Student Representative, College Graduate Committee (CGC) at the College of Arts and Letters, Michigan State University.
- Spring 2016 Program Co-Coordinator, “The Matter is Life: Black Women and Violence Film Series” (Awarded 2016 “Intersections Award” by LGBT Resource Center), Michigan State University.
- Spring 2015 Program Co-Coordinator, “Race, Representation, and Reality TV: A Black Cultural Studies Conversation Series,” Michigan State University.

- 2014 - 2015 Program Coordinator, “African American and African Studies Undergraduate Minor Talkback Series,” Michigan State University.
- 2014 - 2015 Vice-President, Sankofa Graduate Student Union, Michigan State University.
- 2013 - 2015 Graduate Assistant, Undergraduate Minor in African American and African Studies, Michigan State University.

ADDITIONAL EXPERIENCE

- 2016 - 2018 Writing Consultant, The Writing Center, Michigan State University, East Lansing, Michigan.
- 2015 Intern, Kara Heritage Institute, Pretoria, South Africa.
- 2014 Intern, Curatory Department of the Charles H. Wright Museum of African American History, Detroit, MI.

PROFESSIONAL AFFILIATIONS

American Studies Association
 National Council of Black Studies
 National Women’s Studies Association

Professor Terri L. Snyder
Department of American Studies
University Hall 416, California State University, Fullerton
Fullerton, CA 92834-6868

Education

University of Iowa B.A., Interdisciplinary Studies, 1979
University of Iowa Ph.D., America Studies, 1992

Academic Appointments

Professor, American Studies, California State University, Fullerton, 2003-present. Beginning in AY 2005-2006, my departmental affiliation changed from Liberal Studies to American Studies according to the terms of an MOU

Assistant Professor, Liberal Studies, California State University Fullerton, 1997-2003. Tenured and promoted to Full Professor, 2003.

Lecturer, American Studies Department, Department of History, and Liberal Studies Program, California State University Fullerton, 1993-1996

Lecturer, American Studies Department, California State University Fullerton, 1989-1992

Scholarly and Creative Activity

Published Books

Ball, Erica L., Tatiana Seijas, and Terri L. Snyder, co-editors. *As If She Were Free: A Collective Biography of Women and Emancipation in the Americas*. New York: Cambridge University Press, 2020. Named one of the “Best Black History Books of 2020” by the African American Intellectual History Society.

The Power to Die: Slavery and Suicide in British North America. Chicago, IL: University of Chicago Press, 2015. Winner, Frances Richardson Keller-Sierra Prize, Western Association of Women Historians, 2016.

Brabbling Women: Disorderly Speech and the Law in Early Virginia. Ithaca, NY: Cornell University Press, 2003; Ebook and Paperback, 2013. Dean’s First Book Award, College of Humanities and Social Sciences, CSUF.

Book Manuscripts in Progress

Claiming Liberty: A Family History of Race, Gender, and the Meaning of Freedom in Early America. Under development discussion with Lisa Adams, The Garamond Agency

Peer-Reviewed Articles and Book Chapters

"Claiming Freedom and Black Antislavery Work in British North America: The Case of Elisha Webb," *William and Mary Quarterly*, accepted for publication.

Shawn Halifax, co-author, "Slavery, Resistance, and Memory in the Lowcountry: The Commemoration of the Stono Rebellion," James M. Spady, ed., *Fugitive Moments: The Denmark Vesey Conspiracy and Black Radical Antislavery in the Atlantic World* (Columbia: University of South Carolina Press, in press), 136-160.

Cornelia Hughes Dayton, co-author. "Law and Justice in Early America." Nancy Hewitt and Anne M. Valk eds., *A Companion to American Women's History*. 2nd edition. (New York: Wiley- Blackwell, 2020), 55-72.

"Suicide, Slavery, and Epidemics: A Perspective from Early Modern British America." Andrea Patterson and Ian Reed, eds., *The Shapes of Epidemic and Global Disease* (London: Cambridge Scholars Publishing, 2020), 42-63.

Women, Race, and the Law in Early America," *Oxford Research Encyclopedia of American History*, ed. Jon Butler (New York: Oxford University Press, 2015), 1-30.

"Jane Webb and Her Family: Life Stories and the Law in Early Virginia," in *Virginia Women: Their Lives and Times*, vol. 1 eds. Cynthia A. Kierner and Sandra Gioia Treadway (Athens, GA: University of Georgia Press, 2015), 64-93.

"Refiguring Women in Early America," *William and Mary Quarterly*, 3d ser. (July 2012), 421-450.

"Marriage on the Margins: Free Wives, Enslaved Husbands, and the Law in the Early American South," *Law and History Review*, vol. 30 (February 2012), 141-172. *Winner, Elizabeth A Taylor Best Article Prize, Southern Association of Women Historians, 2013.

"Suicide, Slavery, and Memory in North America," *Journal of American History*, vol. 97, no. 1 (June 2010), 39-62. Reprinted in Jason Stacy and James Sabathne, eds., *Past Forward: Articles from the Journal of American History* (New York: Oxford University Press, 2016). **Winner, Judith Lee Ridge Best Article Prize, Western Association of Women Historians, 2011.**

"'To Seeke for Justice': Gender, Servitude, and Household Governance in the Early Modern Chesapeake," in Douglas Bradburn and John C. Coombs, eds., *Early Modern Virginia: Reconsidering the Old Dominion* (Charlottesville, 2011), 128-157.

"What Historians Talk About When They Talk About Suicide: The View From Early Modern British North America," *History Compass* 5 (March 2007): 658-674.

"Sexual Consent and Sexual Coercion in Seventeenth-Century Virginia," in Merrill Smith, ed., *Sexual Coercion in Early America* (New York, 2001), 46-60.

[John G. Kolp, co-author] "Gender, Property, and Voting Rights in Eighteenth-Century Virginia," in Bruce Mann and Christopher Tomlins, eds., *The Many Legalities of Early America* (Chapel Hill, 2001). Reprinted in *Major Problems in American Women's History: Documents and Essays*, 5th ed., eds. Sharon Block, Ruth Alexander, and Mary Beth Norton (New York: Cengage Learning, 2014), 119-125.

"As if there was not master or woman in the land': Gender, Dependency, and Household Violence Virginia, 1646-1720" in Christine Daniels and Michael V. Kennedy eds., *Over the Threshold: Intimate Violence in Early America* (New York, 1999), 219-236.

"Legal History of the Colonial South: Assessment and Suggestions," *William and Mary Quarterly*, 3d ser., L (1993): 18-27.

Peer-Reviewed Articles in Submission

Invited Essays

"White Women Slave Owners, Economics, and the Law," Review of Stephanie E. Jones-Rogers, *They Were Her Property: White Women as Slave Owners in the American South* (New Haven: Yale University Press, 2019) in *Black Perspectives*, the Blog of the African American Intellectual History Society, July 2019.

[Sharon E. Wood, co-author], "The African Burying Ground Memorial Park," *Journal of American History*, vol. 102 (December 2015), 800-803.

Forum: "Life, By the Numbers," A Forum Review of Richard S. Dunn's, *A Tale of Two Plantations: Slave Life and Labor in Jamaica and Virginia* (Cambridge: Harvard University Press, 2014) in the *William and Mary Quarterly*, 3d ser., vol. 73 (October 2015), 665-671.

Published Conference Proceedings

[Anne S. Lombard and Lynn Robson, co-authors], "Violence and Masculinities in Early Modern England and British North America," in *Masculinities, Childhood, Violence: Attending to Early Modern Women--and Men. Proceedings of the 2006 Symposium*, edited by Amy E. Leonard and Karen L. Nelson. Newark, DE: University of Delaware Press, (forthcoming, 2010), 215-217.

Professional Essays

"Jane Webb," *African American National Biography*, volume 8 (New York, 2008), 186-7; "Lady Frances Berkeley," *American National Biography*, vol. II (New York, 1999), 648-649 and in the *Dictionary of Virginia Biography* (Richmond: Richmond, VA, 1998), 450-451.

Book Reviews

Journal of the Early Republic, *Journal of American History*, the *Journal of Southern History*, the *William and Mary Quarterly*, *Law and History Review*, and the *Virginia Magazine of History and Biography*

Selected Grants and Fellowships

Externally Awarded

National Endowment for the Humanities Faculty Fellowship, 2015-2016
Mellon Fellow, Huntington Library, 2015
Mellon Fellow, Virginia Historical Society, 2013
Library Company of Philadelphia Fellowship, 2011
National Endowment for the Humanities, Faculty Research Award, 2007
Mayers Fellowship, The Huntington Library, 2003
Mellon Research Fellow, Virginia Historical Society, 2003, 2000, 1996
Barbara Thom Postdoctoral Fellow, The Huntington Library, 1996-97
Robert Middlekauff Fellow, The Huntington Library, 1993

Internally Awarded

H&SS Dean's Summer Research and Writing Fellowship, 2018, 2016
Senior Faculty Research Grant, 2020-21, 2018-2019, 2015-2016
Award for Exceptional Levels of Service, 2018-2019
Faculty Enhancement and Instructional Development Grant, 2017-2018
Faculty Incentive Grant, CSUF, 2012-2013
Milton A. Gordon Research Award, CSUF, Spring 2012
Dean's Support for Summer Research, CSUF, 2011
Faculty Summer Research Grant, CSUF, 2010-2003
Untenured Faculty Award, College of Humanities and Social Sciences, CSUF, 2000; Barbara Thom Postdoctoral Fellow, The Huntington Library, 1996-97
Outstanding Educator of the Year, California State University, Fullerton, 1995-1996

Awards and Distinguished Appointments

Frances Keller Richardson Sierra Prize, Western Association of Women Historians, 2015
Outstanding Faculty Member, College of H&SS, CSUF 2015
Distinguished Lecturer, Organization of American Historians, 2011-present

Award for Outstanding Scholarship and Creativity, College of H&SS, CSUF 2013
Elizabeth Taylor Article Prize, Southern Association of Women Historians, 2013
Judith Lee Ridge Prize, Best Article, Western Association of Women Historians, 2011

Selected Invited Lectures and Symposia

“Claiming Freedom and Black Antislavery Work in Early America,” for *Ancestries of Enslavement* Lecture Series, the Carolina Lowcountry and Atlantic World Program, College of Charleston, November 2019.

Keynote Address, “Women and the Law in Early America,” *TENACITY: The Women in Jamestown and Early Virginia*, Jamestown-Yorktown Foundation, September 2019, Williamsburg, Virginia

Comment, “Digital Research in Early America,” *William and Mary Quarterly*-University of California, Irvine Workshop, October 2018, Irvine, California

“The Linda and Richard Kerber Travel Fund,” *The Iowa Women’s Archives at 25: A Celebration and Symposium*,” University of Iowa Libraries, November 2018, Iowa City, Iowa

Convener, “Women in Early America,” *William and Mary Quarterly*-University of Southern California Early Modern Studies Institute Annual Workshop, May 2011, Huntington Library, San Marino, California

“To Seeke for Justice: Mastery, Gender, and the Law in Seventeenth-Century Virginia,” an invited paper for *Early Modern Virginia: New Thoughts on the Old Dominion*, A Symposium at the International Center for Jefferson Studies, Monticello, August 2007, Charlottesville, Virginia

“Stories of Suicide in Early Virginia: Mastery, Slavery, and Print Culture During the Imperial Crisis,” for the Ohio Seminar in Early American History and Culture, October 2005, Columbus, Ohio

“Private Life in Early Virginia,” for *Working Out Her Destiny: Virginia Women Through Four Centuries*, a Library of Virginia Symposium, March 2005 Richmond, Virginia

Selected Conference Papers and Activities

Moderator, Roundtable, “Women Claiming Freedom: Slavery, Race, and Resistance Across the Americas,” Organization of American Historians Annual Meeting, April 2019, Philadelphia, Pennsylvania

Presenter, “Slavery, Resistance, and Memory in South Carolina and Georgia,” at *The Vesey Conspiracy at 200: Black Antislavery in the Atlantic World*, February 2019, College of Charleston, Charleston, SC

Moderator, Roundtable, “Women Claiming Freedom: Slavery, Race, and Resistance Across the Americas,” Part I. American Historical Association Annual Meeting, January 2019, Chicago, Illinois

Chair, "Rural Women and Their Places," Rural Women's Studies Association Triannual Meeting, May 2018, Athens, Ohio

Moderator, Roundtable, "Early American Women: Refiguring Presence and Absence," Western Association of Women Historians Annual Meeting, May 2018, Davis, California

Chair and Commentator, "Mental Illness and Racialized Medicine in the Slave South," Society of Historians of the Early Republic Annual Meeting, July 2017, Philadelphia, Pennsylvania

Chair and Commenter, "Circulating Suicide as Social Criticism in the Long 20th Century," Organization of American Historians Annual Meeting, April 2017, New Orleans, Louisiana

Presenter, "Slavery, Mobility, and Power in the Early National United States: A Biographical Perspective," European Early American Studies Association Biannual Meeting, December 2016, Paris, France

Chair and Comment, "Contesting the American Narrative: African American Burial Spaces, Death Material Culture, and Public Memorial," Association for the Study of African American History and Life Annual Meeting, October 2016, Richmond, Virginia

Presenter, "New Perspectives on the Body: Race, Sex, Power," Western Association of Women Historians Annual Meeting, May 2016, Denver, Colorado

Chair, "Managing Multiplicity," *Writing Lives Across the Disciplines*, California State University, Fullerton, March 2016, Fullerton, California

Presenter, "The Trafficking of Elisha Webb," for *Human Trafficking in Early America*, McNeill Center for Early American Studies, University of Pennsylvania, April 2015, Philadelphia, Pennsylvania

Presenter, "On the Edges of Slavery and Freedom: Free Women of Color and the Law in Early Eighteenth-Century North America," Berkshire Conference on the History of Women, May 2014, Toronto, Canada

Presenter, "The Margins of Freedom: Life Stories, Free Women of Color, and the Law in the Early Modern Americas," for *Women in the Americas*, Eleventh Annual International Conference of the *Institut des Amériques*, Aix-Marseille Université, December 2013, Aix-en-Provence, France

Commentator, "The Politics of Self-Destruction in Civil War America," Organization of American Historians Annual Meeting, April, 2013, San Francisco, California.

Presenter, "Life Stories, Local Knowledge and the Law in Early North America," American Historical Association Annual Meeting, New Orleans, January, 2013.

Co-Organizer, "A World of Citizens: Women, History, and the Vision of Linda K. Kerber," a symposium held at the University of Iowa, October, 2012, Iowa City, Iowa

“Jane and Elisha Webb: Life Stories, Local Knowledge, and Law in Eighteenth-Century North America,” Western Association of Women Historians Annual Meeting, May 2012, Berkeley, California

“Local Legal Culture, Women and the Margins of Freedom in Early Virginia,” *Ab Initio: Law in Early America*, McNeil Center for Early American Studies, University of Pennsylvania, June 16-17, 2010

“Marriage and Gender on the Margins of Freedom in the Early Chesapeake,” Omohundro Institute of Early American History and Culture Conference, *The Early Chesapeake: Reflecting Back, Projecting Forward*, November 19-21, 2009

“‘Wretched, Desperate and Determined to Be Free’: Suicide and Slavery in Early Modern British North America” at the European American Studies Association Meeting, December 2008, Venice, Italy

Organizer and Participant, “Researching and Writing the Lives of Unfree Women,” Berkshire Conference of Women’s Historians, June 2008, University of Minneapolis, Minneapolis, Minnesota

“Gender, Race, and Servitude in Early Virginia,” Southern History Association Annual Meeting, Richmond, Virginia, November 2007.

“Listening to Suicide in the Early Modern Anglo-American World,” *Making Books, Shaping Readers* Conference, April 2007, University of Cork, Cork, Ireland

“‘Suicide, Occasioned by the Dread of Slavery’: Self-Murdering Slaves in the Early American South,” Twelfth Annual Conference, Omohundro Institute of Early American History and Culture, June 2006, Quebec City, Quebec

Chair, “Founding Mother: The Career of Mary Beth Norton,” Eleventh Annual Conference, Omohundro Institute of Early American History and Culture, June 2005, Santa Barbara, California

“Stories of Suicide: Cultural Identity and Self-Murder in Revolutionary Virginia” Western Association of Women Historians Annual Meeting, Phoenix, Arizona, May 2005

“Suicide, Print Culture, and the Creation of American Identity in the Revolutionary Era,” American Studies Association National Conference, October 2003, Hartford, Connecticut

“Perspectives on the Writing and Teaching of History ~ The Work of Linda K. Kerber,” Western Association of Women Historians Annual Meeting, June 2003, Berkeley, California
“Gender and Suicide in the Early American South,” June, 2002, Twelfth Berkshire Conference on the History of Women, University of Connecticut, Storrs, Connecticut

[John G. Kolp, co-author], "Women and Electoral Culture in Revolutionary Virginia," June 2000, Southern Association of Women's Historians Conference, Richmond, Virginia

Commentator, "Widows and the Public Sphere," June 1998, Institute for Early American History and Culture Annual Conference, American Antiquarian Society, Worcester, Massachusetts

[John G. Kolp, co-author], "Gender, Property, and Voting Rights in Eighteenth-Century Virginia," November 1997, Many Legalities of Early America Conference sponsored by the Institute for Early American History and Culture, Williamsburg, Virginia

"Gender and the Margins of Anglo-American Radicalism in Seventeenth-Century Virginia," June 1995, Institute for Early American History and Culture Annual Conference, University of Michigan, Ann Arbor, Michigan

"Bacon's Rebellion and the Paradox of Female Power in Early Colonial Virginia," June 1993, Ninth Berkshire Conference on the History of Women, Vassar College, Poughkeepsie, New York

"'New People in a New World': Gender and Rights in the Early Colonial Tidewater," November 1991, American Studies Association Annual Meeting, Baltimore, Maryland

"Legal History and the Colonial South: An Assessment and Some Suggestions," October 1991, American Society for Legal History Annual Meeting, San Francisco, California

Teaching

Courses Taught

American Studies

- AMST 201: Introduction to American Studies
- AMST 301: The American Character
- AMST 320: Women in American Society, formerly AMST 450
- AMST 401: Gender in American Life and Thought
- AMST 412: Women Race and Ethnicity in American Culture
- AMST 451: Fashion in American Culture
- AMST 476: The Cultures of Early America
- AMST 495: Undergraduate Internship in American Studies
- AMST 499: Independent Study
- AMST 502: Gender and Theory in American Culture
- AMST 595: Graduate Internship in American Studies
- AMST 596: Teaching Tutorial
- AMST 599: Independent Graduate Research

New Course Proposals

- AMST 401: Gender in American Life and Thought
- AMST 412: Women Race and Ethnicity in American Culture, formerly AMST 312:
Multicultural Identities and Women's Experience

- AMST 451: Fashion in American Culture
- AMST 476: The Cultures of Early America
- AMST 495: Undergraduate Internship in American Studies
- AMST 502: Gender and Theory in American Culture
- AMST 595: Graduate Internship in American Studies

Other Course Development for American Studies

- AMST 201: Introduction to American Studies, Online
- AMST 320: Women in American Society, Online
- AMST 412: Revised AMST 312 as an Upper-Division Elective

Honors

- HON 201A: Sophomore Honors Seminar (Co-originator of this course)
- HON 306: Honors Seminar: Women in American Society (co-originator of this course)
- HON 497: Senior Honors Project

Liberal Studies

- LBST 300: Introduction to Liberal Studies
- LBST 302B: Historical Dimensions of Liberal Studies
- LBST 303: Liberal Studies in the Arts and Humanities
- LBST 305: Liberal Studies in the Social Sciences
- LBST 489: Senior Seminar in Gender Issues
- LBST 499: Independent Study

Service

Department Service

American Studies

- Department Personnel Committee, 2018-2019, 2016-2017 2013-2014, 2012-2013
- Department Personnel Committee Chair, 2011-2012
- Search Committee Chair, 2017-2018 (two hires)
- Search Committee Member, 2018-2019, 2015-2016, 2013-2014, 2012-2013, 2007-2008, 2006-2007, 2005-2006, 2004-2005
- Co-Originator and Co-Director, with Professor Carrie Lane, American Studies Internship Program, 2017-present
- Assessment Committee, 2015-2016, 2016-2017, 2017-2018
- Recruitment Committee, 2017-2018, 2016-2017
- M.A. Reading List Revision Committee, 2015-2016
- Advisor, *American Papers: A Journal of Student Writing*, 2013-2014, 2014-2015
- Presenter, Department Colloquium, 2013
- Advisor, Department of American Studies, 2005-present
- Marshal, Graduation, 2005-2017
- Weaver Prize Committee, Department of American Studies, 2011
- Revision of Master's Examination Reading List, Department of American Studies, 2008-2009

Co-Author, General Education Curriculum Review of American Studies 450, 1998-1999
Advisor, American Studies Student Association, 1990-1993

Liberal Studies

Department Personnel Committee Chair, Liberal Studies, 2003-2005
Search Committee Chair, Liberal Studies, 2003-2004 (multiple hires), 2004-2005 (multiple hires)
Search Committee, Liberal Studies, 2000-2001, 2001-2002, 2002-2003
Mentor, American Studies, AY 2005-06
Mentor, Women's Studies, AY 2004-05
Student Association Advisor, Liberal Studies, 1998-2003
Liberal Studies Program Council, 1991 to 2003
Advisor, Liberal Studies Student Association, 1997-2003
Liberal Studies Multiple Subject Block Program, 1999-2002
Multiple Subject Waiver Committee, 1997-2002
Chair, Liberal Studies Commencement Committee, 1998-2001
Author, Mission and Goals Initiative Proposal, 1999-2000
Author, Lee Award Proposal, 1999-2000
Author, Faculty Enhancement and Instructional Development Grant Proposal, 1998-1999

Service to College of Humanities and Social Sciences

Chair, DPC, African American Studies, 2016-2017
Chair, DPC, Women's and Gender Studies, 2015-2016
Presenter, "Slavery and Suicide: A Conversation on History, Memory, and Activism," 2015-16
HSS Lecture Series, Interdisciplinary Conversations on Inequality and Violence
Chair, HSS Research and Grants Committee, 2011-2013
Dean's First Book Award Committee, 2011
College Curriculum Committee, 2000-2002

University Service

Participant, Executive Order 1100 Seminar and Working Group, 2017-2018
Reviewer, FEID Grant Applications, Faculty Development Center, 2017-2018
Presenter, "The Story of Ebo's Landing," Black History Month Lecture, February 2015
Participant, Junior/Senior Faculty Research Grants Revision Committee, 2011-2013
Women's Studies Program Performance Internal Reviewer, 2006
Women's Studies Program Council, 2000-2005
Multiple Subject Matter Revision Committee, 1998-2002
Organizer and Presenter, "Women on the Margins: Female Misrule, Bohemians, and Motives for Murder" for "A Focus on Women at CSUF," for Women's History Month, March 2001
Organizer, "Women Studying/Studying Women: Women and Graduate School" panel discussion for Women's History Month, March, 2000

Co-Organizer and Discussion Leader, "Women and Work" Film Series for Women's History Month, 2000

Professional Service

Council Member, Omohundro Institute of Early America History and Culture, Elected Position, 3-year term, 2018-2021

Mary Maples Dunn Prize Committee, 2013-present

Program Committee Co-Chair, Western Association of Women Historians, 2016-present

Chair, Berkshire Conference of Women Historians Annual Book Prizes Committee, 2014-2017

Member, Littleton-Griswold Grant Committee, American Historical Association, 2015-2016

Julia Cherry Spruill Prize Committee, Southern Association of Women Historians, 2007

NEH Fellowship Selection Committee, Omohundro Institute of Early American History and Culture, 2006.

Board of Editors, *Virginia Magazine of History and Biography*, 2003-2006

Taylor Prize Committee, Southern Association of Women Historians, 2005

Tenure and Promotion Reviews

Binghamton University, University of California, Santa Barbara, University of California, Merced, College of Charleston

Book and Article Manuscript Reviews

American Historical Review, *American Quarterly*, *Law and History Review*, *William and Mary Quarterly*, *Journal of the Early Republic*, *Virginia Magazine of History and Biography*, *The Historian*; Cornell University Press, University of Chicago Press, University of North Carolina Press, University of Pennsylvania Press, Houghton Mifflin Press

SUSIE WOO

Associate Professor
Department of American Studies
California State University, Fullerton
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Fullerton, CA 92831
Phone: 657.278.3625 Email: suwoo@fullerton.edu

EDUCATIONAL BACKGROUND

Yale University, New Haven, CT
Ph.D. with Distinction, American Studies December 2009
Dissertation: "A New American Comes 'Home'": Race, Nation, and the Immigration
of Korean War Adoptees, GI Babies, and Brides
Dissertation Committee: Matthew Frye Jacobson and Laura Wexler, directors; Mary Lui
Graduate Qualification, Women's, Gender, Sexuality Studies May 2008
University of California, Los Angeles
M.A., Asian American Studies June 2002
University of California, Irvine
B.A. with Honors, Art History June 1995

PROFESSIONAL EXPERIENCE

Associate Professor of American Studies, California State University, Fullerton 2019-Present
Assistant Professor of American Studies, California State University, Fullerton 2013-2019
American Council of Learned Societies New Faculty Fellow, University of Southern California,
American Studies and Ethnicity 2011-2013
Primary Academic Advisor for undeclared freshmen, Loyola Marymount University 2010-2011
Instructor, American Cultures Studies & Asian and Pacific Studies, Loyola Marymount University 2010-2011
Instructor, Asian American Studies, University of California at Los Angeles 2010
Instructor, Ethnicity, Race, and Migration, Yale University 2005
Teaching Fellow, American Studies, Yale University 2005
Teaching Assistant, Asian American Studies, University of California at Los Angeles 2002
Teaching Assistant and Resident Advisor, Asian American Studies Program, University of California at
Los Angeles, Summer Abroad Program: Multiculturalism in Hawai'i 2001

TEACHING

California State University at Fullerton Fall 2013-Present
AMST 201: Introduction to American Studies
AMST 324: American Immigrant Cultures
AMST 395: California Cultures
AMST 401T: Race in American Studies
AMST 445: Cold War and American Cultures
AMST 449: American West in Symbol and Myth
AMST 488: Race, Sex, and American Urban Culture
AMST 499: Interracial Intimacies
AMST 499: Asian American Immigration, Labor, and Identity
AMST 499: Crossroads in the Pacific: Contested Citizenship and Identity in American Samoa
AMST 502T: Theorizing Race in American Studies
AMST 596: Teaching Tutorial
AMST 598: Graduate Thesis
AMST 599: Historiography of Asexuality

California State University at Fullerton: New Course Proposals

AMST 131: Migrant Lives, Explore Core	Accepted Fall 2020
AMST 324: American Immigrant Cultures, Online Course	Accepted Fall 2020
AMST 324: American Immigrant Cultures, Category Z	Proposal submitted Spring 2019
AMST 324: American Immigrant Cultures, GE category C.3	Accepted Fall 2015
AMST 324: American Immigrant Cultures	Accepted Fall 2013

University of Southern California

Fall 2011-Spring 2013

Introduction to Asian American Literature
The Making of Asian America
Social Construction of Race and Citizenship
Race and Racism in the Americas

Loyola Marymount University

Fall 2010-Spring 2011

Introduction to Asian American Studies
Race and Gender in Cold War America

University of California at Los Angeles

Summer 2010

History of Asian Americans

Yale University

Spring 2005

Racial Formation and U.S. Wars in Asia

SCHOLARLY PUBLICATIONS AND ACTIVITIES

Book

Framed by War: Korean Children and Women at the Crossroads of US Empire. New York: New York University Press, 2019.

Articles

“Transpacific Adoption: The Korean War, U.S. Missionaries, and Cold War Liberalism,” in *Pacific America: Histories of Transoceanic Crossings*, ed. Lon Kurashige, 161–77. Honolulu: University of Hawai‘i Press, 2017.

“When Blood Won’t Tell: Integrated Transfusions and Shifting Foundations of Race in 1950s America.” *American Studies* 55, no. 4 (2017): 5–28. Winner of the Mid-America American Studies Association Stone-Suderman Prize for best essay in *American Studies* for 2017.

“Imagining Kin: Cold War Sentimentalism and the Korean Children’s Choir,” *American Quarterly* 67, no. 1 (March 2015): 25–53.

“Online and Unplugged: Locating Korean American Teens in Cyberspace,” *Amerasia Journal* 30, no. 1 (2004): 171–187.

Book Reviews

Kori Graves, *A War Born Family: African American Adoption in the Wake of the Korean War* (New York: New York University Press, 2020), in *Diplomatic History* (forthcoming, 2021).

Richard Lentz and Karla K. Gower, *The Opinions of Mankind: Racial Issues, Press, and Propaganda in the Cold War* (Columbia, MO: University of Missouri Press, 2010), in *Journal of American Ethnic History* 34:2 (Winter 2015), 125–127.

Cindy I-Fen Cheng, *Citizens of Asian America: Democracy and Race during the Cold War* (New York: New York University Press, 2013), in *Journal of American History* 101:1 (June 2014), 330–331.

Encyclopedia Entry

“Korean American and the Early Cold War,” reference essay in *Oxford Research Encyclopedia of American History* (forthcoming, 2022).

“Korean Americans in the Cold War,” in *Asian American Encyclopedia Project*, ABC-CLIO, 2014.

Works in Progress

Interracial Crossings: Blood, Race, and the Body in America's Cold War Pacific, book project (interest expressed by New York University Press and Temple University Press)

Presentations (Past three years)

- "Cold War Citizenry: Managing Race, Family, and Nation through the Korean Child,"
Childhood and Youth Studies Caucus Sponsored Panel, American Studies
Association Annual Meeting (virtual) October 2021
- "Remembering Korea and Vietnam," Association of Asian American Studies Book Fair (virtual) August 2020
- "Making Bodies Whole: Korean Citizen Subjects in America's Cold War Pacific," Militarism and
Migration Conference, UC San Diego April 2017
- "Cold War K-Pop: Korean Singers and Cultural Border Crossings in 1950s America," H&SS Lecture
Series "Interdisciplinary Conversations on Crossing Borders," CSUF May 2017
- "Interracial Intimacies on Public Display: Race, Sociology, and Scrutiny in 1950s Hawai'i,"
American Studies Association, Denver, CO November 2016

Invited Presentations (Past three years)

- "Framed by War," Dr. Nayan Shah's Graduate Course, University of Southern California (virtual) November 2021
- "Framed by War," Dr. Allison Varzally's Course, CSUF (virtual) November 2021
- "Framed by War," Dr. Emily Hobson's Graduate Course, University of Nevada, Reno (virtual) October 2021
- "Framed by War: Korean Children and Women at the Crossroads of US Empire," Faculty Noontime
Lunch Talks, Amherst College, Boston, MA (virtual) May 2021
- "Framed by War: Korean Children and Women at the Crossroads of US Empire," Transnational
Frames: Rearticulating Asian American Knowledges, Department of Asian American Studies,
UC Irvine (virtual) May 2021
- "Korean Transnational Adoptions: Historical Contexts," George Washington Institute for Korean
Studies Signature Conference, "Korean Kinship, Adoption, and Diaspora," (virtual) April 2021
- "Framed by War," Dr. Mary Lui's Graduate Course, Yale University, New Haven, CT (virtual) March 2021
- "Framed by War: Korean Children and Women at the Crossroads of US Empire," OLLI, CSUF November 2020
- "Framed by War: Korean Children and Women at the Crossroads of US Empire," Critical
Conversations in Korean Studies, UC Irvine (virtual) October 2020
- "Mothers and Mixed-Race Children in South Korea," Asian American Pacific Islander History
Group, Huntington Library, Pasadena, CA October 2018
- Guest Speaker for 50 Year Anniversary of Ethnic Studies, Fullerton College, CA. May 2019
- Guest Speaker on Race and Ethnicity for Sociology Week, "Race and Immigration: A Cultural
History," CSUF March 2019
- Korean Mothers and their Mixed-Race Children in Korea," Chapter presentation, Asian American
Pacific Islander Working Group, Huntington Library, Pasadena, CA October 2018
- "Myth of the Model Minority," Korean Studies Institute Lecture Series, USC February 2016
- "Korean Americans, Past and Present," Korean Studies Institute Web Lecture Series, USC
<https://www.youtube.com/watch?v=8yuOdGXI3Bc> (44,143 views as of October 19, 2021) January 2014

GRANTS, AWARDS, AND RECOGNITION

- Scholarly Research Grant, CSUF Summer 2021
- Nominated, Titan Excellence Award, CSUF Spring 2021
- Exceptional Levels of Service Award, Humanities and Social Sciences, CSUF Fall 2021, Fall 2020, Spring 2019
- Sabbatical, CSUF Spring 2020
- Faculty Enhancement and Instructional Development Award, CSUF Summer 2019 & Summer 2015
- Outstanding Untenured Faculty Award, Humanities and Social Sciences, CSUF 2019
- Faculty Advisor of Distinction, Academic Advising Professional Development Program, CSUF 2019
- Recognition for Scholarly and Creative Activities, Humanities and Social Sciences, CSUF 2018 & 2016
- Recognition for University Service, Humanities and Social Sciences, CSUF 2017
- Tuffy Award for Best Program of the Year, faculty advisor, ASSA Symposium, CSUF 2017
- Nancy Weiss Malkiel Scholarship, Woodrow Wilson National Foundation 2017-2018

Summer Writing Stipend, Humanities and Social Sciences, CSUF	Summer 2016
Junior Intramural Research Grant, Humanities and Social Sciences, CSUF	Fall 2014
American Council of Learned Societies New Faculty Fellow, American Studies and Ethnicity, USC	2011-2013
Institute of American Cultures Postdoctoral Fellowship, UCLA (declined)	2011-2012
Woodrow Wilson Foundation Charlotte W. Newcombe Dissertation Fellowship	2007-2008
Yale University Dissertation Fellowship	2006-2007
Council on Library and Information Resources Mellon Dissertation Fellowship	2005-2006
Fulbright Dissertation Research Fellowship (declined)	2005-2006
Yale Center for International and Area Studies Dissertation Research Grant	Fall 2005
Yale Council on East Asian Studies Dissertation Research Grant	Fall 2005
John F. Enders Travel Research Grant, Yale University	Summer 2005
Yale Council on East Asian Studies Language Grant	Summer 2003
21 st Century Graduate Fellowship, UCLA	Fall 2001
Institute of American Cultures Research Grant and Graduate Fellowship, UCLA	2001-2002

PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE

Reviewed Manuscripts

Reviewer, article submission to <i>American Quarterly</i>	October 2021
Reviewer, revised article submission to the <i>Journal of Asian American Studies</i>	January 2021
Reviewer, article submission to the <i>Journal of Asian American Studies</i>	October 2020
Reviewer, book submission to New York University Press	April 2020
Reviewer, article submission to <i>American Studies Journal</i>	October 2019
Reviewer, article submission to <i>Cross Currents: East Asian History and Cultural Review</i>	August 2019
Reviewer, article submission to <i>History Compass</i>	January 2019
Reviewer, article submission to the <i>Journal of Asian American Studies</i>	July 2017
Editorial Board Member, <i>American Studies: Eurasian Perspectives</i> (refereed journal)	2014-Present

Professional Activities and Affiliations (Past three years)

Faculty Mentor for Cydney Francoise, Sally Casanova Scholars Pre-Doctoral Program, CSUF	2021-2022
Co-Chair, Regional Working Group for Korean Studies, Center for Critical Korean Studies, UC Irvine	2021-Present
Applicant Interviewer, Ronald E. McNair Scholars Program, CSUF	April 2021
Woodrow Wilson Foundation, Foundation Renaming Focus Group	August 2020
Selection Committee, American Council of Learned Societies, Emerging Voices Fellowship	2021 & 2020
Faculty Mentor for Daniella Camacho, Mellon-Mays Undergraduate Fellowship, CSUF	2018-2019
Asian American Women Historians Writing Group, Southern California	2016-Present
Board Member, Young Oak Kim Oral Histories Project, UC Riverside	2015-Present
Faculty Mentor for Bahar Tahamtani, Sally Casanova Scholars Pre-Doctoral Program, CSUF	2017-2018
Chair & Commentator, "Religion, Citizenship, and Struggles in California History," Western Association of Women Historians, Annual Conference, San Diego, CA	April 2017
Panelist, Asian American Pacific Islander History Symposium Workshop, Huntington Library	February 2016
Selection Committee, American Council of Learned Societies Postdoctoral Partnership Initiative	September 2015

Master's Exam and Thesis Committees

Served on 23 Master's Comprehensive Examinations (chaired 8), American Studies, CSUF	2015-2021
Will serve on 5 Master's Comprehensive Examinations (chair of 1), American Studies, CSUF	2021-2022
Served on 3 Thesis Committees (chaired 1), American Studies and History, CSUF	2017-2021
Currently serving on 3 Thesis Committees (chair of 2), American Studies & Sociology, CSUF	2021-2022

Service to the Department of American Studies

Video, Tips on Scholarly Presentations, American Studies Student Association (ASSA) Symposium	April 2021
Moderator & co-organizer, Gathering for Students on Anti-Asian Violence, Forum, CSUF	March 2021
Moderator & co-organizer, American Studies Contexts for Understanding January 6 Forum, CSUF	February 2021
Department Personnel Committee, CSUF	2019-2022

Ethnic Studies Committee, CSUF 2019-2020
 Supervisor, AMST Social Justice Internship, CSUF Fall 2020-Present
 Co-coordinator, American Studies Internship Program, CSUF 2019-Present
 Lecturer, co-moderator & co-organizer, Race, Power and American Studies II, Virtual Teach-In June 2020
 Moderator & co-organizer, Race, Power, and American Studies Forum, CSUF November 2019
 Committee Member, American Studies Job Search, CSUF Fall 2013, Fall 2016 & Fall 2018
 Faculty Advisor, American Studies Student Association, CSUF 2014-2018
 Committee Member, Weaver Prize, American Studies Department, CSUF 2014-2018
 Student Recruitment Classroom Visits, American Studies Department, CSUF Fall 2016
 Member, Assessment Committee, American Studies Department, CSUF Fall 2016
 Member, Curriculum Committee, American Studies Department, CSUF 2015-2016
 Member, California American Studies Association (CASA) Annual Conference Committee, CSUF Spring 2015
 Chair, "California Identities," CASA, CSUF April 2015
 Lecture, "Imagining Kin: Cold War Sentiment and the Korean Children's Choir," October 2014
 Graduate Student-Faculty Colloquium, CSUF

Service to the School of Humanities and Social Sciences

Panel Collaborator, Institute of Black Intellectual Innovation, Innovative Art Futures Conference April 2021
 Asian American Studies Program Council, CSUF 2013-2015
 Member, Faculty Awards Committee, H&SS, CSUF 2016-2018
 Organizer & Moderator, ASSA Symposium, H&SS Week, CSUF 2015-2018
 Panelist, "Applying to Graduate School in the Humanities," ASSA Workshop Series, CSUF November 2016
 Panelist, "How to assemble CV's, proposals, and other professional tips," ASSA Symposium, CSUF March 2015

Service to the University

Faculty/Graduate Mentor, CSUF 2020-Present
 Organizer, "Black is Beautiful: The Photography of Kwame Brathwaite," Black History Month, CSUF Feb 2019
 Selection Committee, Mellon-Mays Undergraduate Fellowship, CSUF Spring 2018
 Department Liason, Titan Bites Free Food Program, CSUF Fall 2017-Present
 Organizer, Guest Speakers: Kwame Brathwaite, Bridget Cooks, Steven Cuevas, Alexandro Fall 2013-Present
 Gradilla, Karen Halttunen, Emily Hobson, Juan Lara, Craig Loftin, Trinh Mai, Natasha McPherson, Sam Mihara, Clare Sears, and Kyla Wazana Tompkins
 Panelist, Grants and Fellowships Workshop for McNair Scholars, CSUF October 2018
 Faculty Liason, Titans Helping Titans Hygiene Drive, CSUF Fall 2017
 Organizer and Discussant, Ethics and Leadership GE Pathways Co-Curricular Event, *Ex-Machina* April 2016
 Participant, Academic Master Plan Draft Review, CSUF March 2016
 Participant, GE Pathways, Ethics and Leadership, CSUF Fall 2015-Spring 2016
 Member, Southeast Asian Legacies Conference Committee, CSUF Fall 2014-March 2015
 Organizer and Chair, "Beyond the Fall of Saigon: National, Community, and Identity Formation March 2015
 in the U.S. and Vietnam," Southeast Asian Legacies Conference, CSUF
 Discussant, *A.K.A. Don Bonus*, film screening for Southeast Asian Legacies Conference, CSUF March 2015
 Participant, GE Pathways, Power and Politics, CSUF 2013-2015
 Moderator, Student Town Hall, American Democracy Project, CSUF December 2014

Service to the Community

Creator/Organizer, CSUF-King Elementary Diversity, Equity, and Inclusion Reading Partnership 2021-Present
 Lesson Plan Writer, Korean War and Transnational Adoptions, Ethnic Studies Curriculum October 2021
 "Korean War and Transnational Adoption," Ethnic Studies Curriculum Conference on Korean History (virtual) October 2021
 Lecturer, "Post LA Uprisings and Political Awakening," National Korean Studies Webinar (virtual) 2020 & 2021
 Panelist, Mellon Emerging Faculty Leaders, Mellon Foundation, virtual May 2020
 Facilitator, Mellon/American Council of Learned Societies Academic Dissertation Completion August 2017
 Fellowship, Preparing for the Academic Job Market Seminar and Workshop, Houston, TX
 Lecturer, "Korean Americans: Post-Los Angeles Uprisings," National Korean Studies June 2021-July 2017

Seminar for K-12 Educators, Korean Cultural Center, Los Angeles (annual conference)
Lecturer, "Korean Americans: An Immigration History," National Korean Studies June 2014 & June 2016
Seminar for K-12 Educators, Korean Cultural Center, Los Angeles
Lecturer, "Koreans in the United States: Immigration, Community, and Identity," International October 2017
Korean Educators Network, Los Angeles
Lecturer, "Korean Americans Past and Present," Korean Academy for Educators, USC July 2014 & July 2015
Keynote Address, "Korean Immigration," Camp Conifer, Running Springs, CA August 2014 & 2015
Mentor, Yale Graduate Student Association Alumni Matching Program 2015-2016

Professional Memberships

American Studies Association
Association of Asian American Studies
Organization of American Historians

LANGUAGE

Proficiency in Korean

**CURRICULUM VITAE:
LEILA ZENDERLAND**

EDUCATION:

Ph.D (1986) University of Pennsylvania (American Civilization);
M.A.. (1974) University of Pennsylvania (American Civilization);
B.A.. (1973) University of Miami (American Studies)

ACADEMIC EMPLOYMENT:

American Studies Department, CSUF, Lecturer to Department Chair, 1981-present
Managing Editor, *American Quarterly* (Journal of the American Studies Association), 1974-1981

RESEARCH GRANTS, VISITING PROFESSORSHIPS, AND AWARDS:

National Endowment for the Humanities Fellow, 2015-16
Lifetime Achievement Award, History Division, American Psychological Association, 2014
American Council of Learned Societies Fellow, 2007-2008
Fulbright Professor of American History, University of Bremen, Germany, Spring 2002
Wellcome Institute for the History of Medicine, London, Visiting Academic, Spring 1997
National Science Foundation Summer Research Grant, 1991
National Endowment for the Humanities Summer Grant, 1988

Campus Awards:

“Humanities and Social Sciences Outstanding Professor for Teaching, Scholarship, and Service,” 2015
“Humanities and Social Sciences Outstanding Professor for Scholarship,” 2001

AMERICAN STUDIES COURSES

AMST 201: Introduction to American Studies
AMST 300: American Popular Culture
AMST 301: American Character
AMST 350: American Studies Theories and Methods
AMST 401T: Senior Seminar: American Culture Through Social Science
AMST 438: American Minds: Images of Sickness and Health
AMST 465: The Culture of the American South
AMST 501: Graduate Seminar: Theories and Methods
AMST 502T: Graduate Seminar: Theoretical Approaches to Popular Culture

PUBLICATIONS: Books

Measuring Minds: Henry Herbert Goddard and the Origins of American Intelligence Testing
(Cambridge University Press, 1998; Paperback 2001).

Editor and Introduction., *Recycling the Past: Popular Uses of American History* (University of Pennsylvania. Press, 1978).

Book in Progress: *Finding the “Class of 1933”: Studying Culture, Personality, and Nationality in an Age of War*

Articles and Book Chapters:

- “Leo Ferrero” in *Intellectuals Displaced from Fascist Italy: Migrants, Exiles and Refugees Fleeing for Political and Religious Reasons*—website of the University of Florence, published in English and Italian (forthcoming 2021)
- “Social Science as a ‘Weapon of the Weak’: Max Weinreich, the Yiddish Scientific Institute, and the Study of Culture, Personality, and Prejudice.” *Isis: History of Science and its Cultural Influences* 104 (December 2013): 742-772.
- “Representing German Sociology in 1930s America.” In Hans-Georg Soeffner, ed., *Transnationale Vergesellschaftungen* (“Transnationalism and Society”) Wiesbaden: Springer, 2012, CD-Rom.
- “Constructing American Studies: Culture, Identity, and the Expansion of the Humanities.” In David Hollinger, ed., *The Humanities and the Dynamics of Inclusion Since 1945*. Johns Hopkins Univ. Press, 2006, pp. 273-313.
- "The Parable of *The Kallikak Family*: Explaining the Meaning of Heredity in 1912" In S. Noll and J. Trent, Jr., eds., *Mental Retardation in America: A Historical Reader*. NYU Press, 2003, pp. 165-185.
- "Contextualizing Documents, Data, and Controversies." In David Baker, ed., *Thick Description and Fine Texture: Studies in the History of Psychology*. Univ. of Akron Press, 2003, 76-107.
- "Biblical Biology: American Protestant Social Reformers and the Early Eugenics Movement." *Science in Context* 11: 3-4 (Fall and Winter 1998): 511-525.
- "The Bell Curve and the Shape of History." *Journal of the History of the Behavioral Sciences* 33 (Spring 1997): 135-139.
- "On Interpreting Photographs, Faces, and the Past." *American Psychologist* 43 (Sept. 1988): 743-744.
- "Education, Evangelism, and the Origins of Clinical Psychology." *Journal of the History of the Behavioral Sciences* 24 (April 1988): 152-165.
- "The Debate over Diagnosis" In M. Sokal, ed., *Psychological Testing and American Society, 1890-1930*. Rutgers Univ. Press, 1987; paperback, 1990.

SELECTED CONFERENCE PAPERS:

- “A Hungarian Psychiatrist in an American Context: Reconsidering the Work of Andras Angyal,” European Society for the History of the Human Sciences, Budapest July 2019
- “From Propaganda to Psychological Warfare: The Changing Terminology of Interwar Interdisciplinary Social Science,” Cheiron: International Society for the History of the Behavioral Sciences, Edmonton, Canada, June 2019.
- “Roundtable: Cheiron at Fifty: Reflections on Changing Boundaries,” Cheiron: International Society for the History of the Behavioral Sciences, University of Akron, June 2018
- “Producing Transnational Social Science in a Segregated City: Studying Race and Culture at Fisk.” Cheiron: International Society for the History of the Behavioral Sciences, Mississippi State Univ., June 2017
- “Culture, Personality, and Politics: Comparing American and German Interdisciplinary Strategies in the World War II Era,” European Society for the History of the Human Sciences, Barcelona, July 2016.
- “Creating a Comparative Social Science: Yiddish Research and African-American Research,” Association for Jewish Studies, Baltimore, December 2014.

“Of Mice, Men, and Mercy Killing: Mental Disabilities, Eugenics, and Euthanasia in Fact and Fiction.” European Association for American Studies, Izmir, Turkey, March 2012.

“Linked by Language: Integrating Neurology, Psychoanalysis, and Linguistic Anthropology,” International Society for the History of the Neurosciences, Calgary, Canada, June 2011.

“German Sociology in 1930s America.” Invited Address, 100th Anniversary of the German Sociological Association, Frankfurt, Germany, October 2010.

RECENT PROFESSIONAL ACTIVITIES:

Chair, Book Prize Committee for Best Book in the History of the Social and Behavioral Sciences, 2019

Grant Reviewer for NEH Fellowships in the History of Science, Washington, D.C., August 2017

Grant Reviewer for American Council on Learned Societies Fellowships, 2017, 2018, 2019

Board Member, Cheiron: International Society for the History of Social and Behavioral Sciences (2017-19)

Editorial Board Member, *Journal of the History of the Behavioral Sciences*, 1999-present

Editorial Board Member, *History of Psychology*, 1997-2014

CAMPUS AND DEPARTMENT LECTURES:

Guest Lecture, OLLI, “Social Science in an Age of War: Yale’s 1932-33 International Seminar on Culture and Personality and its Worldwide Impact.” October 5, 2021.

American Studies Department Forum. :”Losing Democracies: Transnational Perspectives from the 1920s to the 2020s” as part of Forum on “American Studies Contexts for Understanding January 6th.” Held on Zoom February 5, 2021.

American Studies Department Faculty-Graduate Student Colloquium, “From Tuskegee to Vilna: How Southern Black Universities Influenced Studies of Polish Jewish Youth in the 1930s,” March 11, 2017.

RECENT BOOK REVIEWS:

Patrizia Guarnieri, *Italian Psychology and Jewish Emigration Under Fascism: From Florence to Jerusalem and New York*. In *Bulletin of the History of Medicine*, 91:2 (Summer 2017): 456-457.

Other Book Reviews In: *American Historical Review*, *American Studies*, *American Studies International*, *Bulletin of the History of Medicine*, *History and Philosophy of the Life Sciences*, *Isis*, *Journal of American History*, *Journal of Southern History*, *Journal of the History of Biology*, *Journal of the History of the Behavioral Sciences*, *Psychological Record*, *Science*.

APPENDIX D.2

AMERICAN STUDIES FACULTY CURRICULUM VITAE

LECTURER FACULTY

HEATHER R. AGNEW
Lecturer
Department of American Studies
California State University, Fullerton
hagnew@fullerton.edu
(562) 319-9391

EDUCATIONAL BACKGROUND.

- MLIS, Information Science, San Jose State University (2022)
- Data Science, Metadata
- Ph.D, Geography, University of California, Los Angeles 2019
- Dissertation Title: “Shapeshift: The Unsettling Geography of Drug Flows in the Americas”
 - Dissertation Committee: John Agnew, Adam Moore, Jamie Goodwin-White, Genevieve Carpio (External, History)
- MA, American Studies, California State University, Fullerton 2011
- Transnational American Studies
- Single Subject Teaching Credential (SB 2042), California State University, Long Beach 2007
- Social Sciences
- BA, History, California State University, Fullerton, Fullerton, CA 2005
- History of US Foreign Relations; History of Japan

PROFESSIONAL EXPERIENCE.

Research Positions

- Graduate Student Researcher, California Center for Population Research, University of California, Los Angeles, 2015- 2016
- Project: Recessionary Shifts in US Wage Distributions
 - PI: Jamie Goodwin-White
- Graduate Student Researcher, California Center for Population Research, University of California, Los Angeles, 2012- 2013
- Project: Medical Marijuana Dispensaries, Neighborhood Study
 - PI: Bridget Freisthler

Teaching Positions

- Lecturer, Department of American Studies, California State University, Fullerton 2013-Present
- Lecturer, Department of Geography, University of California, Los Angeles, Los Angeles, CA 2020
- Graduate Teaching Assistant, Department of Geography, University of California, Los Angeles 2018-2019

Teaching Assistant Coordinator (TAC), Department of Geography, University of California, Los Angeles	2016-2017
Graduate Teaching Assistant, Department of Geography, University of California, Los Angeles	2013- 2015
Lecturer, Department of American Studies, California State University, Fullerton	2011- 2012
Teaching Assistant, Department of American Studies, California State University, Fullerton	2009-2010

SCHOLARLY ACTIVITIES

Publications

Agnew, Heather Robin. (2015). "Reframing 'Femicide': Making Room for the Balloon Effect of Drug War Violence in Studying Female Homicides in Mexico and Central America." *Territory, Politics, Governance* 3(4): 428-445.

Cartography/ GIS Mapping

Goodwin-White, J. (2018) "Go West, Young Woman?": The Geography of the Gender Wage Gap through the Great Recession, *Economic Geography*, 94(4), 331-354, DOI: 10.1080/00130095.2018.1427505

Editorial Work

Assistant Editor, with Paul Lai and Lindsey Claire Smith. *Alternative Contact: Indigeneity, Globalism, and American Studies*, Baltimore, MD: Johns Hopkins University Press, 2011.
 Editorial Assistant for Paul Lai and Lindsey Claire Smith, *Alternative Contact: Indigeneity, Globalism, and American Studies*, Special Issue of *American Quarterly: The Journal of the American Studies Association*. Volume 62, No. 3 (2010).

Presentations

Conference Presentations.

- "Oh! Well that makes sense!": A critical take on mapping the Opioid Epidemic in the United States." Paper session at the Association of Pacific Coast Geographers Annual Meeting, Flagstaff, AZ, October 16-19, 2019.
- Organizer, "The Wasteland." Paper session at the Association of American Geographers Annual Meeting, Boston, MA, April 5-9, 2017.
- "Ruin Tourism and Post-Industrial Landscapes of Decay in the American Rust Belt." Association of American Geographers Annual Meeting, Boston, MA, April 5-9, 2017
- "Security solutions for development problems—Merida Initiative effects in the Northern Triangle." Presented at the Association of American Geographers Political Geography Specialty Group Pre-Conference, San Francisco, CA, March 28, 2016.
- "Body Counts: Assessing Tourism impacts of drug war violence in Mexico as an Outcome of the Balloon Effect." Presented at the Association of American Geographers Annual Meeting, Chicago, IL, April 20-25, 2015.
- "Beasts of Burden or Empowered Entrepreneurs: Assessing Agency and Gender Performativity of Female Drug Couriers." Presented at the North American Labor History Conference at Wayne State University, Detroit, MI, October 24-25, 2013.

“Hollywood Noir: Dark Tourism, Memory, and the Geography of Death and Scandal in Los Angeles.” Presented at the California American Studies Association Annual Meeting, Fullerton, CA, May 6-7, 2011

“Red Devils and Blue Angels: Popular Culture and the Cold War.” Presented at the California American Studies Association Annual Meeting, Long Beach, CA, April 16-17, 2010.

Lecture Presentations.

“Making Room for ‘the Balloon Effect’ of Drug War Violence in Analyses Female Homicides in Mexico and Central America,” Invited Speaker at All Points of the Compass conference, California State University, Fullerton, November 21, 2014.

Professional Memberships

Association of American Geographers (AAG)

Association of Pacific Coast Geographers (APCG)

Affiliate, California Center for Population Research

AWARDS

Geography Department Publication Award, 2016

Geography Department Travel Grant, 2016

Graduate Summer Research Mentorship, 2014

UC-Mexus Seed Research Grant, 2014

Eugene V. Cota-Robles Fellowship, 2012-16

Mary Anderson
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Unit 616
Long Beach, CA 90813
marytanderson@gmail.com
(714) 342-4578

Education

- 2007-2010: California State University, Fullerton
- M.A. American Studies
- 2000-2006: California State University, Fullerton
- B.A. American Studies

Internships

- Summer 2009: Student Editor
The American Quarterly, University of Southern California
- Working in tandem with another intern and editorial mentor to read, review, and edit submissions for publication.

Conference Participation

- February 2019: Participant- LGBTQ Stakeholders Forum
- Our Family Coalition & One Archives Foundation
ACLU of Southern California
- April 2015: Panel Chair- Women in American Culture
- California American Studies Association Conference
California State University, Fullerton.
- April 2009: Paper Presentation- *You Can't Mass Produce Quality: Martin Diedrich and Diedrich Coffee*
- California American Studies Association Conference
University of California, Santa Barbara. Panel Presentation:
"Communities of Critique: Rethinking Capitalism in American Culture."

Teaching Experience

- Fall 2010- Fall 2021: Lecturer
California State University, Fullerton
- Lecturing, preparing class material and assignments, grading, holding office hours, supervising all class activities for multiple sections of American Studies 101: Introduction to

- American Culture Studies, American Studies 301: The American Character, Women and Gender Studies 100: Introduction to Gender Studies and the Humanities, and WGST 302: Introduction to Intercultural Women's Studies
- Fall 2015: Lecturer
California State University, Long Beach
- Lecturing, Preparing class materials and assignments, grading, Holding office hours, supervising all class activities for one section of American Studies 301: Introduction to American Studies
- Fall 2008: Graduate Teaching Assistant
California State University, Fullerton
- Grading, holding office hours, and running review session for American Studies 320: Women in American Society. Dr. Terri Snyder.

Professional Service

- 2015 California American Studies Association 2015 Conference Prize Committee Member

Awards, Honors, & Scholarships

- 2007-Present: Dean's List
- Maintaining a G.P.A. of 4.0 continuously.
- Spring 2006: Graduated Cum Laude.

Research Experience

- Spring 2009: *"Overcoming Pastiness:" Addressing Race in Queer Studies Scholarship.* Seminar for Dr. Erica Ball: Theorizing Race in American Studies.
- Fall 2008: *"Indelible Lipstick:" Susan Sontag and the Camp Aesthetic.* Seminar for Dr. Benjamin Cawthra: Seminar in American History.
- Fall 2008: *You Can't Mass Produce Quality: Martin Diedrich and Diedrich Coffee.* Seminar for Dr. Carrie Lane: Corporation and American Culture.
- Spring 2008: *Uninvited Guests: Judy Chicago's The Dinner Party.* Seminar for Dr. Terri L. Snyder: Visual Arts in Contemporary America.

- Fall 2007: *Who's the Story For? Finding a Position in American Studies Scholarship.* Seminar for Dr. Pam Steinle: Theory and Methods in American Studies.
- Fall 2004: *I Have That Joke on Vinyl: Indie Rock and Saddle Creek Records.* Seminar for Dr. Karen Lystra: Theory and Methods in American Studies.
- Fall 2004: "Yeah, Well I Think It's Pretty Gay." *Same-Sex Friendships in the Films 'The Broken Hearts Club: A Romantic Comedy' and 'Swingers.'* Seminar for Dr. John Ibson: Sexual Orientations.

Campus Organizations

- Summer 2009: American Papers, editorial board.
- 2008-2009: CSUF Graduate Queers, founding member.
- 2006-2009: CSUF Queer Straight Alliance, member.
- 2003-2005: CSUF Campus Greens, member.
- 2004-2005: CSUF Campus Greens, Treasurer.
- 2001-2006: American Studies Student Association, member.

Volunteer Experience

- Summer 2015: Queer Rock Camp Southern California, Volunteer Coordinator.

Darcy Anderson
735 W. Main St.
Tustin, CA 92780
310-428-6353
daranderson@fullerton.edu

EDUCATION

Cal State University, Fullerton January 2019
Master of Arts, American Studies
GPA: 4.00

Cal State University, Fullerton May 2015
Bachelor of Arts, American Studies
GPA: 3.63
Cum Laude Honors
Dean's List

Orange Coast College May 1999
Associate of Arts
GPA: 3.55
Dean's List

PRIMARY RESEARCH INTERESTS

The history of death, dying, and grief in American culture. Exploring how death rituals in American culture have changed over time in relation to race and ethnicity and gender and sexuality. Working to create a more active dialogue around death and grief in American culture through community engagement. Other areas of research interest also include monster studies, the paranormal and occult, and popular culture.

PRESENTATIONS

“Death, Grief, and the College Student”
TEDx CSUF, Fullerton, 2021

“Teaching Us to Die”: How Film and Television Can Reshape Our Thoughts About Dying a
“Good Death.”
American Folklore Society Annual Meeting, Philadelphia, 2021

“All the Hottest Celebrities: Death Tourism in Southern California”
California American Studies Association Regional Conference, San Diego, 2019

“Green Burial in the Southland”

Popular Culture Association/American Culture Association National Conference, San Diego, 2017

“Sex, Fries, and Videotape”

American Studies Student Association Symposium, Fullerton, April 2016

“Finding Hope in the Zombie Apocalypse.”

Popular Culture Association/American Culture Association National Conference, Seattle, 2016

“How Breaking the Rules Changes the Zombie Narrative”

Popular Culture Association/American Culture Association National Conference, Seattle, 2016

“Caution! Zombies!”

California American Studies Association Regional Conference, Fullerton, 2015

PROFESSIONAL EXPERIENCE

Cal State University, Fullerton-Center for Scholars

January 2020-Present

Senior Program Coordinator and Academic Advisor

- Provide student-centered advising to undergraduate students.
- Coordinate and deliver programming to students to help them ensure success in their academic and professional journeys.
- Facilitate Foster Friendly Ally Training to campus and community partners.

Cal State University, Fullerton-American Studies Department

August 2019-Present

Adjunct Faculty

- Taught AMST 101, Introduction to American Culture Studies
- Foster an environment of inclusivity by building relationships with students.
- Provide students with resources to aid in their academic success

Cal State University, Fullerton-Academic Advisement Center

July 2015-December 2019

Academic Advisor and Fullerton Finish Program Coordinator

- Provide student-centered advising to undergraduate students.
- Design and implement tools to help students achieve a timely graduation.
- Provide major exploration for undeclared students.
- Foster an environment of inclusivity by building campus-wide relationships.
- Provide students with resources to aid in their academic success.

Cal State University, Fullerton-Boom, California

2016-2018

Editorial Assistant

- Proof articles for publication.
- Directly assist the editor with research and content
- Provide feedback to authors on submissions for publication

Cal State University, Fullerton-American Studies Department

Spring 2016

Teaching Assistant, Faculty: Dr. Karen Lystra

AMST 320, Women in American Society

- Support for the creation of student assessment test questions.
- Holding office hours to support student success and foster understanding.
- Lecturing in topics related to the history of women in American Society.
- Assisted in grading of exams and papers.

CAMPUS SERVICE

Guardian Scholars Student Association Staff Advisor	2020-Present
Cal State University, Fullerton DSS Ally.	2020-Present
Cal State University, Fullerton UnDocu Ally	2020-Present
CSUF Beer and Wine Club Staff Advisor	2018-2020
Cal State University, Fullerton Foster Friendly Ally	2017-Present
Cal State University, Fullerton Vet Net Ally	2015-Present
Cal State University, Fullerton LGBTQ Safe Space Ally	2015-Present

DEPARTMENT SERVICE

California American Studies Association Student Liaison	2016-Present
Secretary of the American Studies Student Association (ASSA)	2016-2017
President of the American Studies Student Association (ASSA)	2015-2016
Secretary of the American Studies Student Association (ASSA)	2014-2015
Editorial Board of <i>The American Papers</i>	2014-2017

CERTIFICATIONS

CSU Certificate Program in Student Success Analytics	2020
Strong Interest Inventory Certified	2017

AWARDS AND SCHOLARSHIPS

Susan Flinkingshelt Student Association Service Award	2016
American Studies Adult Reentry Scholarship, Cal State University, Fullerton	2015

AFFILIATIONS AND MEMBERSHIPS

National Association of Student Personnel Administrators	2016-Present
American Studies Association	2017-Present

Golden Key International Honor Society
Alpha Sigma Lambda

2014-Present
2015-Present

COMMUNITY SERVICE

Hug Nation Group Leader
The Priority Center Families Helping Families
West Memphis Three Justice Campaign

2020-Present
2001-Present
2001-Present

Christina Barbieri Hartman
9110 Carrari Ct, Alta Loma, CA 91737
Phone: 909-706-0410
chbarbieri@gmail.com

EDUCATION

M.A., Social Sciences and Globalization, California State University, San Bernardino, in progress

M.A., American Studies, California State University, Fullerton, 2011

Research areas:

- Race
- Class
- Popular Culture & Consumption
- Transnationalism
- Gender
- California History & Cultures

B.A., Communications, California State University, Fullerton, CA, 2007

Research areas:

- Popular Culture & Consumption
- Rhetoric strategies
- Public Relations

EXPERIENCE/TEACHING POSITIONS

Adjunct Professor, February 2012-Present

California State University, Fullerton

Courses taught: 101: Introduction to American Culture Studies

201: Introduction to American Studies

301: American Character

320: Women in American Society

324: American Immigrant Cultures

Teaching Associate, June 2013-Present

ACI College Prep

Courses/Subjects taught: Writing Workshop III

Writing Workshop II

Critical Thinking/Common Core

Vocabulary, Grammar, Reading Comprehension

Speech and Debate

SAT and ACT Preparation

Graduate Assistant, February 2009 – June 2011

California State University, Fullerton

Assistant Dean for Student Affairs, Humanities and Social Sciences College

Graduate Assistant, June 2010 – August 2010

California State University, Fullerton

Associate Dean for Administration, Humanities and Social Sciences College

Teaching Assistant, August 2009 – December 2009
California State University, Fullerton
Course: AMST 201: Introduction to American Studies

ACADEMIC POSITIONS

Quality Matters: Independent Applying the QM Rubric, January 2020
Applying 23 point rubric to courses to effectively measure learning goals
California State University, Fullerton

Panel Judge, Orange County Department of Education National History Day March 2018
Review and rank three different sets of student projects
Costa Mesa, CA

Endeavor Challenge Project Grant, 2016-2018
Participate in the Reacting to the Past Seventeenth Annual Institute at Barnard College, NY
Implement Reacting pedagogy into the classroom
Assess success and adherence to University goals
Guide and instruct a teaching assistant
California State University, Fullerton

Faculty Development Community: *Encouraging Conversations about Diversity and Inclusivity*,
August 2016 – Spring 2017
California State University, Fullerton

Review Board & Copy Editor, August 2010 – December 2011
California State University, Fullerton
Welebaethan History Journal

Director of Administration, August 2010 – June 2011
California State University, Fullerton
Humanities and Social Sciences College Inter Club Council

Student Representative, June 2010 – July 2010
California State University, Fullerton
Associate Dean for Academic Programs Search Committee, Humanities and Social Sciences College

INTERNATIONAL STUDY AND ACADEMIC POSITIONS

Teacher & Student, June 2009 – August 2009
Dankook University, South Korea
Course taught: English Language, three sessions
Developed lesson plans and exercises based upon the different students' English skills, interests, and objectives.

PRESENTATIONS

Christina Barbieri, "From Kimonos to Ball Gowns: The Transformation of Los Angeles' Japanese American Community Through Pageantry," California American Studies Association Annual Conference, April 2010, CSULB, Long Beach, CA.

PUBLICATIONS

Christina Barbieri, "From Kimonos to Ball Gowns: The Transformation of Los Angeles' Japanese American Community Through Pageantry," *Welebaethan History Journal* (2011): 17-32.

AWARDS AND HONORS

- Best Asian American History Paper, *Welebaethan History Journal*, 2010-11
- University Honors Graduate, 2007

AFFILIATIONS

- California State University, Fullerton Chapter ASSA (American Studies Student Association)
- Kappa Tau Alpha

PEDAGOGY DEVELOPMENT/TEACHING SUPPLEMENTS

Training/faculty development:

- Spring 2020 OET: Quality Matters Review Standards Workshop
 OET: Quality Matters 23 Essential Standards Online Class Self Review
- Jan 2020 OET: One on One training and best practices: Facilitating Online Discussions with Susan Gaitan
 OET: One on One training and best practices: H5P with Oscar Machado
 OET: Applying the Quality Matters Rubric to Online Courses
- Fall 2019 Grading Essentials in Titanium
- Jan 2019 OET: Innovative Teaching Practices Online
- Fall 2018 OER: Webinar
 Reduce Grading Time with Writing Rubrics and Electronic Grading Tools (IMPACT)

June 2017 Seventeenth Annual Faculty Institute: Reacting to the Past

This was a grant team where we worked with the Dean's office and the History Department to earn a grant to attend the conference in Barnard College in June 2017 where we will participate in intensive workshops to learn how to implement "Reacting to the Past," role playing games into our classes. The workshops will also "explore issues related to teaching and learning, faculty development, and the future of higher education more generally."

2016-2017 Faculty Development Community: Encouraging Conversations about Diversity and Inclusivity.

This group meets six to seven times throughout the semester and includes readings and discussions on relevant topics of diversity, teaching, student needs and more. This group acts as a best-practices group where we voice concerns and weigh suggestions.

Randolph W. Baxter, Ph.D.

Lecturer in American Studies, California State University at Fullerton

rbaxter@fullerton.edu

Education:

Ph.D. in History, University of California at Irvine, Sept. 1999. Academic emphases in U.S. Foreign Relations, Political, Cultural & Gender/Sexuality History. Dissertation on “ ‘Eradicating This Menace’: Homophobia and Anti-Communism in Congress, 1947-1954” (ProQuest #94-42689; abstract archived at Rainbow History Project [Washington, D.C.] at <https://archives.rainbowhistory.org/items/show/1461>).

M.A. in International Affairs, Columbia University, May 1990. Academic emphasis in Third World Diplomacy, Development & Security; geographic emphasis in Sub-Saharan Africa and the Indian Ocean region.

B.A. in History & Humanities, University of California at Berkeley, May 1986. Double major in Modern European History and Humanities Field Studies.

Teaching Experience:

California State University at Fullerton (Fall 2001 to date = over 6,200 students as of Dec. 2018):

Lecturer in American Studies (Fall 2001+), courses:

“AMST 201: Introduction to American Studies” (Fall 2001+)

“AMST 445: Cold War American Culture” (Spring 2019)

Visiting Lecturer in History (Fall 2002, Spring 2003, Spring 2006), courses:

“HIST 180: American History Survey, 1600 to Present”

“HIST 300B: Junior-Level Thesis Research and Writing”

Saddleback College, Mission Viejo, CA.: Visiting Lecturer in History (2004-05)

Marymount College, Rancho Palos Verdes, CA.: Visiting Lecturer in History (2002-03)

University of California at Irvine (1995-2003):

Visiting Lecturer in History (Summer 1998, Fall 1999 – Winter 2003)

Instructor in Humanities Core (Winter 1999 – Spring 2000)

Guest Lecturer, “Introduction to Peace & Conflict Studies” (5 weeks, Fall 1997)

Teaching Assistant (Spring 1995 – Fall 1997)

Academic Presentations:

“Florinsky’s Ghost: the Soviet ‘Pervert Purge’ of 1934,” paper to be presented in CLGBTH panel at AHA annual conference (New Orleans, Jan. 2022)

NPR telephone interviews on the topic of Senator Kenneth Wherry's role in the 1950 "Pervert Purge": [1] for live radio broadcast, hosted by Fred Knapt of KIOS-FM, Omaha, Nebraska (June 2004); and [2] for WNYC radio history project, "The Legacy of a Fundamentalist," by Garrett Kling (Nov. 2018).

"Speaking 'Wife': Developing a New Social 'Language' to Protect Your Political Value in a Homophobic World, 1930s-40s," paper presented as part of panel on "Queering Queer Politics: Alternative Voices Within the LGBT Community, 1930s-1980s," at California American Studies Association annual conference, CSU Fullerton, April 2015.

Panelist on diversity in the workplace, "Voices from the Sidelines: Issues of Culture, Gender and Sexual Orientation," Town Hall at Titan Student Union, California State University, Fullerton, April 2002 [and quoted in Afni Adnan, "Panelists discuss barriers", The Daily Titan 74, 30 (Apr. 18, 2002), 5].

"'Eradicating This Menace': Homophobia and Heterosexism during the 'Pervert Purge' of the early McCarthy Era," presented at the Conference on Lesbian and Gay History forum, American Historical Association (AHA) annual conference, Washington, D.C., January 1999.

"Homophobia and Anti-Communism in Congress, 1950: Understanding the Causes and Effects of a Cold-War Dualism," presented at the "Reassessing the Cold War" Graduate Student Conference of the Cold War History Group (COWHIG), University of California at Santa Barbara, May 1997.

Academic Publications:

[in-process; tentative title] McCarthy's First Victim: The Career and Times of Carmel Offie, and the Early Cold War Purge of Security Risks ("Homosexuals and Other Moral Perverts") *[expanded manuscript of dissertation; prospective publication date 2024]*.

"Florinsky's Ghost: The Soviet 'Pervert Purge' as Prelude to Stalin's Terror", article submitted Fall 2021 for publication in various journals *[forthcoming, 2023]*.

"'Hunting Homosexuals' in the Early Cold War: Senator Kenneth Wherry and the Homophobic Side of McCarthyism," originally published in Nebraska History 84, 3 (Fall 2003): 118-32 *[cached on-line via:*

[http://www.nebraskahistory.org/publish/publicat/history/full-text/2003-](http://www.nebraskahistory.org/publish/publicat/history/full-text/2003-Homo_Hunting.pdf)

[Homo_Hunting.pdf](http://www.nebraskahistory.org/publish/publicat/history/full-text/2003-Homo_Hunting.pdf)]; title noted in Csaba Békés, ed., The Bibliography of New Cold War History, 2nd Enlarged Ed. (Bucharest, Romania: Cold War History Research Center, 2018): 349.

“‘Aren’t We A Couple?’ Marriage Legitimization in the American Heterodoxy” [*a comparison of social constructions of 19th-century US slave marriages and 20th-century same-gender unions*], in Mark Strasser et al., eds., Defending Same-Sex Marriage, Vol. 3 (Westport, CT.: Greenwood, Jan. 2007): 149-70.

“Butch and Femme in Early Cold War America: book review of Robert Dean’s Imperial Brotherhood and David Johnson’s The Lavender Scare,” in Peace & Change 30, 4 (Oct. 2005): 540-47.

“‘As Formless As Water’: An Overview of the Indian Ocean Zone of Peace Negotiations,” in Rama S. Melkote, ed., Indian Ocean: Issues for Peace (New Delhi, India: Manohar, 1995).

“Allied Women Flee Blitzkrieg in Poland and the Fall of France, 1939-40,” oral-history interview (1991), deposited at Library of Congress, Manuscript Division, Association for Diplomatic Studies and Training, Foreign Affairs Oral History Project; cached on-line at: <https://www.loc.gov/item/mfdipbib001412/>.

“The Defense of Somalia,” Security Reader 5 (Spring 1990): 35-57 [*graduate-student article in Columbia University journal*].

“A Soldier’s View: Images of the American Intervention in the Russian Civil War, May 1918 - April 1920,” Newsletter of the National Association of Siberian Veterans (Aug. 1988, penultimate issue).

Other Academic and Professional Employment:

Research Assistant, Council on Foreign Relations, New York City (Summer 1990)

Co-Editor, Security Reader (Columbia University, Spring 1990)

State Department Summer Intern, U.S. Embassy, Port-Louis, Mauritius (1989)

Professional Awards:

California State University Faculty Research/Travel Grant, Summer 2012 [*to National Archives, College Park, MD.; Pennsylvania Historical Society, Philadelphia, PA.; Yale University Archives, New Haven, CT.; and the John F. Kennedy Presidential Library & Archives, Boston, MA.*]

James L. Sellers Memorial Award, 2004, given annually by the Nebraska State Historical Society for the best article in previous year of their journal Nebraska History [*see publications section*]; earned mention in the CSUF newspaper [https://dailytitan.com/news/lecturer-wins-national-award/article_b8ee9975-2adc-52a7-bcf2-b8f18d77b13b.html]

Outstanding Lecturer Award, U.C. Irvine History Undergraduate Student Association, June 2001 (co-recipient)

Dissertation Writing Grant, U.C. Irvine, Humanities Research Center, Summer 1999

James Harvey Dissertation Grant in the History of Homosexuality, U.C. Irvine, Fall 1998

Research Grant, School of Humanities, U.C. Irvine, 1997-98 academic year

Dissertation Research Fellowship, U.C. Irvine, Department of History, Summer 1997

Relevant Civic Awards:

Marge Gumm Award for Human Rights, Integrity New York, June 1993 (co-recipient)

Eagle Scout (Boy Scouts of America, 1979) & World Scout (Scouts of Mauritius, 1989)

JAMES BIGGS

1235 East Whittier Boulevard. La Habra, CA 90631
(562) 665-7360 • jbiggs@wchs.com • jbiggs@fullerton.edu

Curriculum vitae

November 2021

EDUCATION

Ph.D. History, 2013

Claremont Graduate School, Claremont, CA

Major Field: United States History

Minor Fields: History of Science and Technology in the United States

History of United States Foreign Policy

Dissertation Topic: “National Identity and Speculative Fiction: Images of Nation and Character in the Early Fiction of Edgar Rice Burroughs”

M.A. History, 1990

California State University, Fullerton, CA

Emphasis: American Social and Cultural History

Thesis Title: “Love, Justice, and Liberty: The Nationalist Movement in Los Angeles”

B.S. Education, 1982

Baptist Bible College, Springfield, MO

Major: Education

Minor: Biblical Studies

PROFESSIONAL APPOINTMENTS/EMPLOYMENT

Whittier Christian High School

Social Studies Department

Department Chair and Instructor

1990 – Present

California State University, Fullerton

American Studies Department

Adjunct Instructor

2004 – Present

Bethany Christian School

Social Studies Department

Instructor

1982-1990

PUBLICATIONS

“Degeneration, Gender, and American Identity in the Early Fiction of Edgar Rice Burroughs.” *LUX: A Journal of Transdisciplinary Writing*. Volume 3, Issue 1 (2013).
<http://scholarship.claremont.edu/lux/>

“Review of William Leach, *Land Of Desire*.” *Theosophical History: A Quarterly Journal of Research*. July 1997: 262-264.

“The Development of a Consumer Culture: A Review Essay.” *Welebaethan: Journal of History*, 1996: 175-191.

“Theosophy and Nationalism: A Dialogue.” *Theosophical History: A Quarterly Journal of Research*, October 1992: 121-133.

“The Turkish Straits.” *Welebaethan: Journal of History*, 1986: 23-35.

CONFERENCE PARTICIPATION

“Beyond Biblical Integration.” Presented at the ACSI Professional Development Forum Anaheim, CA. 30 November 2017.

“Using the Abstract to Teach the Common Core State Standards and the College Career and Anchor Standards for Reading and Writing.” Presented at the California Conference for History Education Conference. Sacramento, CA. 25 October 2013.

“Degeneration, Gender, and American Identity in Edgar Rice Burroughs’s Early Fiction.” Presented at the Student Research Conference: A Day of Transdisciplinary Discourse and Action. Claremont, CA. 25 January 2013.

“National Identity and Speculative Fiction: Images of Nation and Character in the Early Fiction of Edgar Rice Burroughs.” Presented at the Claremont Graduate University History Consortium, Claremont, CA. 24 February 2011.

“Envisioning Mars: Race and Degeneration in the Early Science Fiction Novels of Edgar Rice Burroughs.” Part of a Panel titled “Radical Paradigms Then and Now.” Presented at the Science Fiction Research Association Conference, Schenectady, NY. 26 May 2001.

“The Nationalist and Theosophical Movement.” Presented at the International Theosophical History Conference, Point Loma Nazarene College, CA. 13 June 1992.

GRANTS AND FELLOWSHIPS

The Gilder Lehrman Institute Of American History Seminar, Summer 2002

Project: US/Japanese Crisis of 1941: Primary Sources. (Editing and annotating U.S. Diplomatic/Foreign Policy primary sources)

Seminar Topic: The Great Depression, WWII and the American West

Seminar Leaders: David Kennedy and Richard White, Stanford University

National Endowment for the Humanities Summer Seminar Contributor, Summer 2001

Project Title: "Representations of the Holocaust in American Film"

Seminar Topic: Responses to the Holocaust

Seminar Leader: Alan Mintz, Brandeis University

National Endowment for the Humanities Summer Seminar Contributor, Summer 1998

Project Title: "Eutopia and Eugenics"

Seminar Topic: Major American Utopias

Seminar Leader: Professor Carl Guarneri, Saint Mary's College of California

Ida Lloyd Crotty Endowed Scholarship, Claremont Graduate University,

Full Tuition Fellowship, Spring 1998, Fall, 1998, Spring 1999.

HONORS AND AWARDS

Recognition for Outstanding Teaching

Whittier Christian High School, Fall Semester, 2021

Anne Peterson Award for Faculty Excellence

Whittier Christian High School, June 2002

Recognized as an "Outstanding Teacher"

University of California, San Diego, 2000

Dean's List

California State University, Fullerton,

President's List

Baptist Bible College.

TEACHING EXPERIENCE

Whittier Christian High School

HIST 200/201: United States History (Dual Credit Course)

HIST 170A/B United States History

(California State University / High School Honors Program)

HIST 110A/B World Civilizations
(California State University / High School Honors Program)
Advanced Placement United States History
Advanced Placement American Government and Politics
Honors World History 2 (Modern World History)
Honors American Literature
College Preparatory United States History
College Preparatory World History 2
College Preparatory American Literature
College Preparatory World Geography
College Preparatory English 1
Basic Language Skills

California State University, Fullerton
AMST 201: Introduction to American Studies
AMST 301: American Character
HIST 300A: Historical Thinking
HIST 170A: United States History to 1877
HIST 170B: United States History since 1877
HIST 110A: World Civilizations to 16th Century
HIST 110B: World Civilizations since the 16th Century

Harvey Mudd College, Teaching Assistant, Spring 1998.
Science, Technology, and Society
David F. Noble, Hixton/Riggs Visiting Professor at Harvey Mudd College,

Bethany Christian Jr. High School
United States History
World Geography

DEPARTMENTAL/SCHOOL SERVICE

Member of the Academic Senate at Whittier Christian High School (1996-Present)

Participant, Principal's Committee on Racial Justice (2020)

Mentor Teacher/Instructional Coach, SCOE (2016-Present)

Lead Participant, "Integration of Faith and Learning Study Group" (2015-2016)

Served on WASC/ACSI Accreditation Steering Committee for WCHS (2014, 2008, 2002, 1999)

Served on the Strategic Planning Committee at Whittier Christian High School (2007-2008)

Session Leader, Holocaust Educator Workshop at Chapman University, (2005, 2003)

Served as a WASC Visiting Committee Member, New Roads High School (2000)

Advisor, National Honors Society, WCHS Chapter (2002 – Present)

PROFESSIONAL CERTIFICATION

California Professional Clear Multiple Subject Credential (expires 2026)

ACSI Professional Certificate in Secondary Education, History endorsement (Life)

PROFESSIONAL ORGANIZATIONS

Organization of American Historians (OAH)

American Historical Association (AHA)

The History of Science Society (HSS)

Society for the History of the Gilded Age and Progressive Era (SHGAPE)

Society for Teaching History (STH)

National Council for History Education (NCHE)

National Council for Social Studies (NCSS)

EDUCATION

Ph.D. in Cultural Studies Claremont Graduate University, Claremont, California, 2011

M.A. in American Studies, California State University, Fullerton, 2001

B.A. in History, California State Polytechnic University, Pomona, 1999

TEACHING EXPERIENCE

Full Time Lecturer

2005-Present

Department of American Studies

California State University Fullerton, Fullerton, CA

Courses Taught

- Introduction to American Culture Studies (AMST 101) – on campus and online
- Introduction to American Popular Culture (AMST 300) – on campus and online
- Television in American Culture (AMST 442) – on campus and online
- Women in American Society (AMST 320) – on campus and online
- The American Dream (AMST 345)) – on campus and online
- California Cultures (AMST 395)

Substitute Teacher

2002-2003

Corona-Norco Unified School District

Corona, CA

- Taught in K-8 classrooms on a per-diem basis.
- Implemented lesson plans left by the regular teacher.
- Maintained classroom rules.
- Created a warm and caring classroom environment.
- Successfully used classroom management techniques in the absence of the regular teacher.

RELATED EXPERIENCE

Educational Consultant

2020

Department of American Studies

California State University Fullerton, Fullerton, CA

- Expedited the transition from on campus to online courses department during the COVID-19 pandemic.
- Provided support to faculty through multiple channels: email, phone, in person workshops,
- Created training materials and shortcut guides for Moodle and other e-learning applications.
- Consulted with faculty regarding best practices for online learning.

Academic Coordinator

2005-2006

Ronald E. McNair Scholars Program

California State University, Fullerton, CA

- Advised students preparing to enter graduate programs on a weekly basis.
- Evaluated academic progress and collaborated with students to raise their GPAs.
- Developed publication-worthy research project guidelines.
- Facilitated original research projects with appropriate faculty and advised on the progress until completion.
- Led seminars on research, college applications, and test preparation.
- 86% of advisee applicants were accepted to top-tier doctoral programs.

Corona Public Library
Corona, CA

- Helped adult and teen patrons with research at the reference desk.
- Curated the purchase of books for the adult and teen collections.
- Led hour-long seminars on historical themes and subjects for patrons.
- Managed a digital photograph archive project under a grant from the California State Library.
- Archived historical documents, photos, and ephemera.

Educational Technology Assistant

2001-2002

College of Human Development and Community Service
California State University, Fullerton, Fullerton, CA

- Assisted on several grant projects as an editor and researcher.
- Built online courses in the Department of Nursing.
- Digitized files and media for the Department of Nursing
- Managed state-wide online course system.
- Led information sessions on copyright and digital education.

PUBLICATIONS

Digital Participatory Culture and the TV Audience: Everyone's a Critic

Ethnographic Monograph, Palgrave-Macmillan, July 4, 2016.

“Fanzines,” *Material Culture in America: Understanding Everyday Life*,
Helen Sheumaker and Shirley Teresa Wajda, Editors. ABC-CLIO, Publishers.
Published November 2007.

“Popular Culture,” *Material Culture in America: Understanding Everyday Life*,
Helen Sheumaker and Shirley Teresa Wajda, Editors. ABC-CLIO, Publishers.
Published November 2007.

“Television & Radio Commercials,” *Material Culture in America: Understanding Everyday Life*,
Helen Sheumaker and Shirley Teresa Wajda, Editors. ABC-CLIO, Publishers.
Published November 2007.

CONFERENCES

Session Chair and Comment, “The Year of the Woman: A Shifting Tide of Women’s Activism in the 1990s” Western Association of Women Historians 50th Annual Conference, Davis, CA, April 2018

“Permanent Hiatus: The Life and Death of Television Without Pity”
Popular Culture Association Annual Conference
Seattle, Washington, March 2016

“Who Is In Charge Here? Television Without Pity and Notions of Authorship in the Digital Age”
Popular Culture Association Annual Conference
Washington D.C., March 2013

Session Chair, “Remembering Ghostly Histories: Franklin Students Explore the Re-Presentation of the Houghton Mansion Tragedies” Ghostly Matters in American Studies, American Studies Graduate Student Conference, Fullerton, CA March 2006

“Televisionwithoutpity.com and Online Agency”

Claremont Graduate University Cultural Studies Conference
Claremont, CA, December 2002.

“Mything in Action: Re-envisioning Male Myth/History in the Xenaverse”

California American Studies Association (CASA) Conference
Riverside, CA, May 2002.

PROFESSIONAL SERVICE

Prospectus Review for the manuscript *Popular Culture: Key Questions* by Stacy Takacs, Media and Cultural Studies Editor, Routledge, New York, NY March 2012.

PROFESSIONAL MEMBERSHIPS:

- American Historical Association
- American Studies Association
- Popular Culture Association
- Society for Cinema and Media Studies
- Western Association of Women Historians

TRAINING CERTIFICATES:

“Teaching Remotely in Canvas - Intermediate Level” - May 2021

“Powerpoint Design” - August 2017

“Supporting Disabled Students” Workshop - May 2017

SPECIAL SKILLS

Bilingual: English/Spanish (intermediate)

Microsoft Word, Excel, PowerPoint, Mac Pages, Numbers, Keynote, Prezi, Photoshop, Blackboard, Moodle, Canvas, Camtasia, and various social media platforms.

REFERENCES

Kathleen Fitzpatrick, Ph.D.

*Director of Digital Humanities
and Professor of English*
Michigan State University
East Lansing, Michigan
517-884-7423
kfitz@msu.edu

Leila Zenderland, Ph.D.

Professor
American Studies Department
California State University, Fullerton
657-278-3800
Lzenderland@fullerton.edu

Janet Farrell-Brodie, Ph.D.

Chair
History Department
Claremont Graduate University, Claremont,
California
909-621-8612
janet.brodie@cgu.edu

Pamela Steinle, Ph.D.

Professor Emeritus
American Studies Department
California State University, Fullerton
949-280-0304
psteinle@fullerton.edu

Michael G. Hawkins, Ph.D.
4064 Charles Avenue
Culver City, CA 90232
michael.hawkins@ucr.edu
phone: 619-339-7457

Education

Ph.D., United States History, University of California—Los Angeles
Dissertation Title: *Co-Producing the Postcolonial: U.S.-Philippine Cinematic Relations, 1946-1986*.
Degree Date: May 2008
Committee Members: Michael Salman (chair), Henry Yu, Robin Derby, Shu-mei Shih

M.A., History, San Diego State University
Degree Awarded: May 2002
Thesis Title: *The Visual Construction of the Imperial Realm: The British Empire in Films of the 1930s*.

B.A., Social Science, San Diego State University
Degree Awarded: May 1999
summa cum laude graduate with distinction in Social Science, Phi Beta Kappa,
Phi Kappa Phi

Publications

“Our Men in Manila: The 1960s Secret Agent Film Craze in the Philippine Postcolonial Imagination.” *Philippine Studies* 58, no. 3. (2010): 349-381.

“The Colonial Past in the Postcolonial Present: Eddie Romero’s *Calvary Command*” *Plaridel: A Journal of Philippine Communication, Media, and Society* 3, no. 2 (2006): 23-48.

Honors and Awards

University Outstanding Lecturer Award, CSU-San Bernardino, 2020
Carey McWilliams Dissertation Fellowship, Department of History, UCLA 2007-2008.
Laura Kinsey Excellence in Teaching Prize, Department of History, UCLA, 2007-2008.
Teaching Fellowship, Department of History, UCLA, 2007-08.
Academic year Foreign Language and Area Studies grant to support dissertation research in the Philippines, Center for Southeast Asian Studies, UCLA, 2005-2006.
Fulbright IIE Grant to support dissertation research in the Philippines (declined).
Summer Foreign Language and Areas Studies grant to support language training in Tagalog (Filipino), Southeast Asian Summer Studies Institute, UW—Madison, summer 2005.
Tuition Fellowship, Southeast Asian Studies Summer Institute, UW—Madison, summer 2004.
Four Year Fellowship for Ph.D. study in United States History, UCLA, 2002-2006.
Richard T. Reutten Memorial Scholarship, Department of History, SDSU, May 2001.

Adjunct Instructor, Department of History Central Texas College San Diego, CA
Employment Dates: January 2001 to December 2014
Courses: Survey courses on early and modern U.S. History

Adjunct Instructor, Department of History Cerritos College Norwalk, CA
Fall 2010 through Fall 2011; Fall 2013 to present
Courses taught: American History and Constitution; Political and Social History of the United States until 1865; Political and Social History of the United States from 1865.

Adjunct Instructor, Department of History Pierce College Woodland Hills, CA
Employment Dates: Fall 2007; Spring 2009; Fall 2012
Courses: History of Western Civilization, 1550 to Present; 20th Century U.S. History;
Introduction to World History

Lecturer, Department of History University of California—Los Angeles
Fall 2008 through Summer 2009
Courses taught: Seminar in U.S. History, “Seeing the World: Images of the American Abroad in Modern U.S. History.”; Seminar in U.S. History, “War and Memory in 20th Century America.”

Teaching Fellow University of California—Los Angeles
In the winter and spring quarters of 2008, I taught an undergraduate seminar in the history of U.S.-Philippine postcolonial relations, titled, “Together Tales: Stories from the U.S.-Philippine Postcolonial Relationship.”

Teaching Assistant University of California—Los Angeles
Employment Dates: September 2003 to June 2005
Courses taught: Philippine History, History of Western Civilization, Twentieth Century World History, United States Colonial History, and Southeast Asian History.

Research Assistant University of California—Los Angeles
Employment Dates: June 2003 to August 2010
I assisted Professor Emeritus Daniel Walker Howe with his Pulitzer Prize-winning book, *What Hath God Wrought: The Transformation of America, 1815-1848*, published in November 2007 by Oxford University Press.

Research Assistant San Diego State University
Employment Dates: July 2001 to August 2002
This position was part of a project funded by the National Endowment for the Humanities, under the direction of Professor Ross E. Dunn. As part of the development team, I assisted in the construction of a website (www.worldhistoryforall.sdsu.edu) that provides a model curriculum for teaching world history on the middle and high school levels.

Teaching Assistant San Diego State University
Employment Dates: August 2000 to June 2002
Courses Taught: survey courses on early and modern United States history.

Language Training

I completed four semesters of study in the eight week intensive language program in Tagalog (Filipino) at the Southeast Asian Studies Summer Institute at the University of Wisconsin, Madison. June to August, 2004 and 2005.

Reading and Writing Skills in Tagalog and Spanish.

Research Affiliations

Visiting Research Associate, Institute of Philippine Culture, Ateneo de Manila University, November 2005 to May 2006.

Visiting Research Fellow, College of Mass Communications, University of the Philippines-Diliman, November 2005 to May 2006.

Service

Member, Non-Senate Faculty Excellence Review Committee, College of Humanities and Social Science, UC-Riverside, academic years, 2015-2018.

Member, Merit Review Committee, Department of History, UC-Riverside, Spring 2016 and Spring 2019

I served as the graduate student representative on the UCLA Department of History hiring committee considering the appointment of Dr. Michael Meranze as associate professor of history. Spring through Fall 2005.

I served as secretary for the Beta-Kappa chapter of Phi Alpha Theta Honor Society at San Diego State University for the academic year, 2000-2001.

Volunteer at the research archives of the San Diego Historical Society, May to November 1999. I am responsible for the cataloging of the Frank Simpson Papers, a collection of materials documenting the socialist movement in San Diego from 1890 to 1960.

DR. ARIELLA CATHERINE HORWITZ

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EDUCATION

George Mason University, Fairfax, Virginia 2009-2016

- PhD in Cultural Studies
 - Emphases: critical theory, politics of mass culture, contemporary American cultural history, and visual culture
 - Dissertation title: Celebrity Politics and the Cultivation of Affect in the Public Sphere

California State University, Fullerton, California 2002-2004

- MA in American Studies
 - Emphases: cultural theory, gender studies, and popular culture

Whittier College, Whittier, California 1996-2000

- BA in Sociology and Religious Studies
- Minor in Women's Studies
- Graduated from the Whittier Scholars Program, a self-designed educational program

AWARDS AND HONORS

- Recipient of the Spring 2016 Dissertation Completion Grant, George Mason University
- Graduate Teaching Assistantship, George Mason University (Fall 2009-Spring 2013)
- American Studies Commencement Speaker, May 2004
- Recipient of the Fleckles Graduate Student Travel Award, 2004
- Inducted into Phi Kappa Phi, National Honors Society, 2003
- Recipient of the Charles Browning Award for Outstanding Graduate in Sociology, 2000
- Recipient of the Mio C. Connick Award for Outstanding Graduate in Religious Studies, 2000
- Outstanding Service to the Religious Studies Major Award, 1999
- Inducted into Omicron Delta Kappa, National Honorary Leadership Society, 1999
- Inducted into Women's Cap and Gown Leadership Society, 1999
- Inducted into Alpha Kappa Delta, International Sociology Honors Society, 1999
- Recipient of Whittier College Art Talent Scholarship, 1996-2000

TEACHING EXPERIENCE

Lecturer in Women and Gender Studies, California State University, Fullerton

- Gendered Technocultures (WGST 320): Fall 2019-Present (In-Person and Online)
 - This course addresses current technologies and their relationship to gender issues, combining theoretical considerations with practical applications.
- The Politics of Sexuality (WGST 360): Spring 2019-Present (In-Person and Online)
 - This course critically examines the cultural politics of sexuality within the United States and across national and cultural boundaries using feminist theories and methods.
- Introduction to Gender Studies in the Humanities (WGST 100): Spring 2018-Present
 - This course introduces the central concepts of the humanities and reviews and analyzes institutions and theories that define and defend gender scripts globally.
- Introduction to Women's Studies (WGST 302): Spring 2018, Fall 2021 (In-Person and Online)
 - This course is an introduction to the interdisciplinary field of Women's Studies.

Lecturer in American Studies, California State University, Fullerton

- American Immigrant Cultures (AMST 324); Fall 2020-Present
 - This course is an interdisciplinary investigation of the legal, social, economic, and interpersonal relationships and experiences of American immigrants.
- California Culture (AMST 395); Spring 2017-Present (In-Person and Online)
 - This course examines how a variety of cultures—Native American, European, Latino, Asian, and African American—have interacted in California's past and present.
- Introduction to American Cultural Studies (AMST 101): Fall 2006-May 2009, Spring 2017-Present (In-Person and Online)
 - This course provides an introduction and an appreciation of the theories, methodologies, and research skills required for scholarship within American Studies and other interdisciplinary fields.
- American Character (AMST 301): Fall 2005-May 2009, Summer 2018 (Online)
 - This course is an historical survey examining the extent to which there have been and continue to be distinctly American patterns of belief and behavior.
- Women in American Society (AMST 450/320): Fall 2005-May 2009, Spring 2018
 - This course examines the various available cultural models of American womanhood—such as maternal, domestic, sexual, and social—and tracks their historical development and recent changes.

Graduate Teaching Assistantship, George Mason University

- Culture and Globalization (CULT 320): Spring 2013, Fall 2012, Fall 2011
 - This course explores what historical, economic, and technological changes brought about an accelerating interconnection between once-distant peoples and places and investigates the intersections between globalization processes and time and space, global flows of capital, people/labor, and media.
- Representations of Women (WGST 100): Spring 2012
 - This course explores the ways women are portrayed in advertising, television, film, photographs, cartoons, news media, and other assorted texts from various worldwide sources.
- New Century College Cornerstones Human Creativity Science and Art (NCLC 103): Spring 2011
 - This course considers the nature of human creativity by exploring the essential role creativity plays in both the sciences and the arts.
- New Century College Cornerstones Narratives of Identity (NCLC 101): Fall 2010
 - This course explores the concept of personal and social identity through the study of aesthetic, cultural, and historical forms of communication.
- Constructing Girlhood: Media, Technologies and Identity (WGST 300): Spring 2010—*served as teaching assistant*
- New Century College Cornerstones Narratives of Identity and Global Communities & Networks (NCLC 101 & 102): Fall 2009—*served as teaching assistant*

Graduate Teaching Assistant, California State University, Fullerton

- Introduction to American Studies (AMST 201): Fall 2003—*served as teaching assistant*

Undergraduate Teaching Assistant, Whittier College

- God, Sex, and Gender (REL 250): Spring 2000—*served as teaching assistant*
- Introduction to Sociology (SOC 100): Spring 1999—*served as teaching assistant*

Long Term Substitute Teacher, Norwalk-La Mirada Unified School District, 2/2001-2006

Hebrew School Teacher, Temple Beth Ohr, La Mirada, California, 10/1996-5/2006

PUBLICATIONS

- Co-Author, "The (Digital) Future is Female: Between Individuality and Collectivity in Online Feminist Practices," in *The Dialectic of Digital Culture*, Lexington Books, August 2019
- "Crisis of Masculinities," *American Papers* (annual American Studies Student Journal, CSUF: 2003)

CONFERENCE PAPERS

- "'This is what a (Digital) Feminist Looks Like': Economies of Reification or Resistance?" National Women's Studies Association Conference: San Francisco, California, November 2019
- "*Maxim*: The Best Thing to Happen to Men since Feminism." Popular Culture Association Annual Conference: Atlanta, Georgia, April 2006
- "Sex, Guns, and Gender: The War(s) of the 1960s and the Power of Culture." Western Social Science Association Annual Conference: Salt Lake City, Utah, April 2004

EXHIBITIONS

- "Shouting from the Margins: Black Orange County 1960-1979," Salz-Pollak Atrium Gallery, California State University, Fullerton (*scheduled for January 2022-March 2022*)
 - Available as a digital exhibit:
<https://www.lahistoryarchive.org/resources/SHOUTING/project/index.html>

PROFESSIONAL ACTIVITIES

- Director of Research, The Studio for Southern California History (1/2020-Present)
- Served as American Studies departmental technology consultant, assisting peers in the transition to remote instruction.
- Cultural Studies Graduate Student Conference "Critiquing Culture" Planning Committee Co-Chair, Cultural Studies Student Organizing Committee, George Mason University, Fall 2011-Fall 2012
- Student Representative, Cultural Studies PhD Program Admissions Committee, 2012 & 2013 cohorts.
- Cultural Studies Liaison to Graduate and Professional Students Association (GAPSA), George Mason University, Fall 2010-Fall 2011
- Secretary, Cultural Studies Student Organizing Committee, George Mason University, Spring 2010-Spring 2013
- Cultural Studies Graduate Student Conference "k(NO)w Tomorrow" Planning Committee Co-Chair, Cultural Studies Student Organizing Committee, George Mason University, Fall 2009-Fall 2010
- Internship as Editorial Assistant: *American Quarterly Journal*, Los Angeles, California. 5/2004-9/2004
- Editorial Board Member: *American Papers* (annual American Studies Graduate Student Journal, California State University, Fullerton) 2003 issue.
- President, Alpha Kappa Delta (International Honor Society of Sociology), Whittier College. Fall 1999-Spring 2000
- President, Women's Cap and Gown, Whittier College. Fall 1999- Spring 2000
- President, Religious Studies Association, Whittier College. Fall 1997- Spring 2000

Curriculum Vitae
Craig M. Loftin, Ph.D.
 4848 Pearce Ave.
 Long Beach, CA 90808
 562-425-1035 cloftin@fullerton.edu

EDUCATION

Ph.D., History, University of Southern California, 2006
 Master of Arts, History, University of Oregon, 1999
 Bachelor of Arts, History and Sociology, University of California Santa Barbara, 1995

TEACHING

California State University Fullerton (2006-2021)

Adjunct Faculty, Department of American Studies

Courses taught:

- The American Dream
- Introduction to American Popular Culture
- California Cultures
- Introduction to American Studies
- Sexual Orientations and American Culture
- Intro to Gender in the Humanities (Women's and Gender Studies Department)

University of Southern California (2006-2008)

Visiting Lecturer, Department of History

Courses taught:

- The American Experience
- Modern World History
- American Social History
- American Popular Culture
- Work, Leisure, and Violence in Industrializing America
- American Life in the 1950s

Lecturer, School of Journalism, Annenberg School of Communications

Course taught:

- History of Journalism in Modern America

Other Academic Appointments:

Teaching Assistant, Department of History, University of Southern California, Los Angeles (2000-2004)

Courses included Gender and Sexualities in the United States, Understanding Race and Sex Historically, Film and Power in the United States, Thematic Options (USC's honors program)

Research Assistant for Dr. George Sanchez, Department of American Studies and Ethnicity, University of Southern California (2000)

Graduate Teaching Fellow, Department of History, University of Oregon, Eugene (1998-1999)

Courses included:

- Twentieth Century U.S. History
- War and the Modern World
- World History (Ancient and Medieval)

PUBLICATIONS

Book (authored):

Masked Voices: Gay Men and Lesbians in Cold War America (Albany: SUNY Press, 2012)

Book (edited):

Letters to ONE: Lesbian and Gay Voices from the 1950s and 1960s (Albany: SUNY Press, 2012)

Books (contributor):

“Secrets in Boxes: The Historian as Archivist,” in Amy Stone and Jamie Contrell, eds., *Out of the Closet, Into the Archives: Researching Sexual Histories* (Albany: SUNY Press, 2015)

- Nominated 2016 Lambda Literary Prize, Best LGBT Anthology

“Community and Civil Rights in the Kinsey Era,” in Leila Rupp and Susan Freeman, eds., *Understanding and Teaching Lesbian, Gay, Bisexual, and Transgender History* (Madison: University of Wisconsin Press, 2014)

- Won 2015 Lambda Literary Prize, Best LGBT Anthology

Articles:

Self and Society, Volume 45, Number 4 (Winter 2016), 333-38; “From Bisexual to Queer: The Radical Sexuality of Paul Goodman”

Journal of Social History, Volume 40, Number 3 (Spring 2007), 577-96; “Unacceptable Mannerisms: Gender Anxieties, Homosexual Political Activism, and Swish in the United States, 1945-1965”

Reviews:

American Historical Review, Volume 126, Number 1 (March 2021), *Buying Gay: How Physique Entrepreneurs Sparked a Movement*, by David K. Johnson

Register of the Kentucky Historical Society, Volume 112, Number 3 (Summer 2014), *Radical Relations: Lesbian Mothers, Gay Father, and Their Children in the United States Since World War II*, by Daniel Winunwe Rivers

H-Net Online Book Reviews (September 2012), *The FBI’s Obscene File: J. Edgar Hoover and the Bureau’s Crusade Against Smut*, by Douglas M. Charles

Committee on Lesbian, Gay, Bisexual and Transgender History Newsletter, Volume 23, Number 2 (Fall 2009), *Pre-Gay L.A.: A Social History of the Movement for Homosexual Rights* by C. Todd White

Reviews in American History, Volume 37, Number 1 (March 2009), 101-09; “Los Angeles and the Closing of the Gay Historiographical Frontier”

Labor History, Volume 43, Number 4 (2002), 571-572, *Class Struggle in Hollywood, 1930-1950*, by Gerald Horne

Encyclopedia Entries:

Susan Ware, ed., *American National Biography*, (Oxford: Oxford University Press, 2015), “Harry Hay” entry

Lynn Dumenil, ed., *Oxford Encyclopedia of American Social History* (Oxford: Oxford University Press, 2012), “Stonewall Riots” entry

Marc Stein, ed., *Encyclopedia of Lesbian, Gay, Bisexual, and Transgender History in America* (New York: Charles Scribner’s Sons, 2004); “Gay Political Scandals,” “ONE Institute,” “Frank Murphy,” “Jim Kepner,” and “Dorr Legg” entries

PUBLIC TALKS

Featured Speaker, Educator’s Webinar: World War II Expands Gender Roles, ONE Archives/Our Family Institute, (October 20, 2020)

Featured Speaker, Los Angeles City College, LACC Book Program, Los Angeles, California (May 25, 2019)

Featured Speaker, FAIR Act Workshop, sponsored by UCLA (Center X), Compton, California (May 16, 2019)

Featured Speaker, FAIR Act Workshop, sponsored by University of California, Irvine, History Project, Cal State Dominguez Hills, Carson, California (July 18, 2018)

Featured Speaker, LGBTQ History: OUT Curriculum Cohort, sponsored by UCLA (Center X), Los Angeles LGBT Center, ONE Archives, Los Angeles, California (June 11-13, 2018)

Distinguished Visiting Scholar, College of Saint Rose, Albany, New York (February 21-22, 2013)

Featured Guest, Homoradio (radio program), WPRI, Troy, New York (February 17, 2013)

Featured Speaker, Queer Speaker Series, Cal State Fullerton (October 11, 2012)

Featured Speaker, Letters to ONE: From Fringe to Forefront, 60th Anniversary Event, ONE National Gay and Lesbian Archives, Los Angeles, California (October 6, 2012)

Featured Speaker, Studio for Southern California History, Los Angeles, California (September 8, 2012)

Bushman Historical Society Visiting Scholar, Hendrix College, Conway, Arkansas (April 6-8, 2011)

Featured Speaker, Get Up, Stand Up: Teaching Revolution in and Out of the Classroom, Westerly School, Long Beach, California (March 14, 2011). Sponsored by California Association of Independent Schools

Featured Speaker, ONE Culture Series, ONE National Gay and Lesbian Archives, Los Angeles, California (August 19, 2007)

Featured Guest, IMRU (radio program), KPFK, Los Angeles, California (August 6, 2007)

Keynote Speaker, Long Beach Gay Men’s Health Summit IV (June 16, 2007)

OTHER PROFESSIONAL EXPERIENCE

Featured Expert, Sex and Sexuality: Self-Expression, Community, and Identity (education film series), produced by Adam Matthew Digital (UK) (filmed October 30, 2020 in Fullerton, CA)

Manuscript Reviewer, Kyle Morgan and Meg Rodriguez, The American LGBTQ Rights Movement: An Introduction, Humboldt State University Press, 2020

Participant, LGBTQ History Stakeholders Forum, sponsored by Our Family Coalition and ONA Archives Foundation, Los Angeles, California (February 1, 2019)

Manuscript Reviewer, Michael G. Long, Gay is Good: The Life and Letters of Gay Rights Pioneer Franklin Kameny, Syracuse University Press, 2014.

Volunteer Archivist, ONE National Gay and Lesbian Archives, Los Angeles (2001 to 2008)
Received "Certificate of Appreciation" for outstanding contributions and accomplishments in collections processing (October 2006)

Co-curator, "A Diverse History of ONE, Inc.," museum exhibit, ONE National Gay and Lesbian Archives (opened October 23, 2005)

Member, Senior Faculty Search Committee, History Department, University of Southern California (2004-05)

Website Manager, Committee on Lesbian and Gay History (affiliated with the American Historical Association) (2001-2006)

CONFERENCE PARTICIPATION

Panel Discussion Participant, Teaching History Conference, Los Angeles, CA (2019)
"Queering the Curriculum: Building a Collaborative Partnership Between Teachers, Academic Institutions, Advocacy Organizations and Philanthropic Foundation to Create LGBTQ Lesson Plans"

Presenter, California American Studies Association, Fullerton, CA (2015)
"I Shall Always Cherish Sunday: Race, Sexuality, and Suicide in the Early 1960s"

Presenter, Pacific Coast Branch-American Historical Association, Portland, OR (2014)
"The Video Closet: Queer Themes and Spectatorship in Music Video During the Era of Reagan and AIDS"

Presenter, Pacific Coast Branch-American Historical Association, San Diego, CA (2012)
"Drawing Attention: The Ambiguous Artwork of America's First Gay Magazine"

Presenter, American Historical Association, Washington D.C. (2008)
"The American Homophile Movement in a Global Perspective"

Participant, Poster Session, American Historical Association, Washington D.C. (2008)
"Passionate Anxiety: Gay and Lesbian Voices from the 1950s"

Commentator, Huntington Library-USC Institute for California and the West Brown Bag Series (2006)

"Gender and Sexuality in the Postwar West"

Presenter, American Historical Association, Washington D.C. (2004)

"Newsstand Encounters: Gay Institutional Visibility in the Age of McCarthy"

Presenter, QGRAD, University of California Los Angeles (2002)

"Homosexuality in the 1950s: A Global Survey"

Presenter, Southwest Labor Studies, California State University Los Angeles (2002)

"Rethinking the Blacklist: Labor and Communist Hysteria in the Movie Studios, 1945-1948"

Presenter, QGRAD, University of California Los Angeles (2001)

"Acceptable Mannerisms: Constructing a Gay Minority in the Age of McCarthy"

Presenter, Pacific Coast Branch-American Historical Association, Vancouver, BC (2001)

"Keeping the Commies Out of the Kitchen: Anticommunism and Gender in Post-World War II Advertising"

AWARDS/FELLOWSHIPS

Finalist, Over the Rainbow Selection for *Masked Voices* by the Gay, Lesbian, Bisexual, and Transgendered Roundtable of the American Library Association (2013)

Final Year Dissertation Fellowship, University of Southern California (2005-06)

Social Science Research Council Dissertation Fellowship, Sexuality Research Fellowship Program (2004-2005)

History Department Nominee, General Education Program Outstanding Teaching Assistant Award (2003-2004)

Merit Fellow Scholarship, University of Southern California (1999-2004)

John Hubbard Award for best historical research, Department of History, University of Southern California (2000)

Amanda Perez

Department of American Studies
California State University, Fullerton
Fullerton, CA 92834-6868
aperez@fullerton.edu

- graduate education **Claremont Graduate University**
Ph.D. ABD
Doctoral candidate in American History, 2004
M.A. in American History, 1997
- undergraduate education **University of California, Los Angeles**
B.A. in History and Political Science, 1993
- teaching experience **Lecturer, American Studies**
California State University, Fullerton, 2001-present
Courses: The American Character, Women in America
Society, American Immigrant Cultures, The American
Dream, Multicultural Identities and Gender, Senior
Honor Thesis Independent Study
- professional experience **Distance Education Instructional Designer**, 2001-2002
Rio Hondo Virtual College, California Virtual Campus
Whittier, California
- Migrant Education Specialist**, 1993-2001
California High School, Whittier Union High School District
Whittier, California
- Teaching Assistant, Chicana/o Studies**, Summer 1994
Los Angeles County Office of Education's Students
Progressing in Academics Now Summer Institute at
University of California, Riverside
- conference papers "Women and Children as Human Cargo." 2005
Berkshire Conference of Women Historians,
Scripps College, California.
- "Gender and the Formation of Early Modern Science." 1997
Annual Meeting of the West Coast Historians of Science,
Claremont, California.
- "Aligning Local Politics with Local Geographies." 1997
Whittier College Environmental Forum, Whittier, California.
- academic presentations "Eclectic Socialism at Llano del Rio" June 2005
University Lecture, University of California, Irvine
- "Promoting Dialectical Forms of Student Learning." 1998

Migrant Education Conference, Los Angeles, California.

“Mapping Inequality: Toxins in the South Whittier Community.” 1997 Claremont Environmental Studies Teach-In, Claremont, California.

fellowships, awards

Claremont Graduate University Dissertation Grant, 2005
Irvine Graduate Education Fellowship, Claremont Graduate University, 1994-1998
Whittier Soroptomist Adult Leader Award, 1996
Mexican American Cultural Institute Service Award, 1994

outreach and volunteer

Guardian Scholars Program, California State University
Moot Court judge, California State University Fullerton

special skills

Website design and management using HTML, Photoshop, Dreamweaver, Flash and Frontpage applications
Digital photography and graphic design
Incorporation of multimedia technologies in classroom instruction
Construction and maintenance of online courses using Blackboard, Web-CT, Moodle and Canvas
Digital imaging and editing for Mac and PC platforms
Audio editing for Mac and PC platforms

Arlene J. Ring

Curriculum Vita

Department of American Studies
California State University, Fullerton
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714-875-2273
aring@fullerton.edu

EDUCATIONAL BACKGROUND

California State University, Fullerton
M.A. American Studies (1997)
B.A. Liberal Studies (1994)

PROFESSIONAL EXPERIENCE

Adjunct Faculty, California State University, Fullerton, Department of American Studies. I teach two General Education courses “The American Character” and “American Immigrant Cultures”. “The American Character” evaluates the development and persistence of character traits that are uniquely American, with emphasis on concepts such as cultural pluralism, assimilation/acclulturation, the frontier, and urbanization. I have taught this class both on-line and on-campus. “American Immigrant Cultures” explores the legal, social, economic, and interpersonal experiences of selected immigrant groups. Through the use of writings, films, music, and other popular artifacts, the course examines how immigrant cultures have shaped, and have been shaped by, our culture. I have taught this class both on-line and on-campus.

ACCOMPLISHMENTS

CONFERENCE PRESENTATIONS

Fall 2017: CSUF’s College of Humanities and Social Sciences 2017 Lecture Series – presented “The Social Construction of a Border-Crossing Varmint”

Fall 2018: CSUF’s College of Humanities and Social Sciences 2018 Lecture Series – presented “When Fake Becomes Real – Why We Changed Our Minds About Animal Stories”

FACULTY DEVELOPMENT CENTER CERTIFICATES

FDC Impact Certificate Spring 2019
FDC Intro Inclusive Certificate Spring 2019

FDC Teaching Remotely Beginner and Intermediate Summer 2020
FDC Advanced Inclusive Certificate Spring 2021
FDC Keeping the Good Stuff Summer 2021
FDC Faculty Teaching and Learning Certificate Summer 2021
Equitable Pedagogy Model Fall 2021

OTHER

Currently serving as co-facilitator for FDC Diversity and Inclusion Book Club class, Fall 2021

Dr. Elizabeth Park Suarez

(Pronouns: She, Her, Hers)

Curriculum Vitae 2021

Elizabeth Suarez
3344 Seacrest Drive
Carlsbad, Ca 92008
elsuarez@fullerton.edu
323-314-2684

EDUCATION

Ph.D., English-University of Southern California, June 2011

M.A., English - University of Southern California, December 2003

B.A., English - University of California, Irvine, June 2001

TEACHING EXPERIENCE

California State University, Fullerton, Fall 2011 to Present

Palomar College, Fall 2015 to Spring 2016

University of Southern California, Fall 2001 to Spring 2004

CLASSES TAUGHT

California State University, Fullerton, Fall 2011 to Present

AMST 300, AMST 301, AMST 320, AMST 395

American Studies 300: Introduction to American Popular Culture

American Studies gives students a thorough understanding of the past and present nature of American culture and society. AMST 300 involves the historical exploration of popular culture as it reflects and contributes to the search for meaning in our everyday lives. Heroes, myths of success, symbols of power, images of romance, consumerism, race and sexual identity are all relevant topics. Lessons include the development of skills in analysis and writing, with a particular focus on diverse phenomena, complex materials and intersectionality.

American Studies 301: American Character

Here we evaluate the narratives, cultural movements and belief systems that have historically defined who is and is not a model of "American Character." The evolution of American understandings of race, gender and sexuality are paramount to the class. I focus on examining similar cultural tropes as they can be applied to a diverse set of Americans, forcing us to reconsider the popularity of some individuals, and the invisibility of others. Well-known figures of American Character are evaluated with a critical eye, while lesser known or previously excluded individuals are seen in a new light.

American Studies 320: Women in American Society

This class requires an analysis of the cultural, political, and economic history of women and women's movements in American society. My emphasis begins in the 17th century and follows the development of this American experience through four centuries. Cultural models and expectations of American womanhood are addressed and include the maternal, domestic, sexual and social, as well as their development and recent changes in their deployment. Issues of race, gender representation and sexuality are regularly addressed and are, in my opinion, crucial to an understanding of the fluid nature of gender.

American Studies 395: California Cultures

Here we evaluate how various cultures have interacted in California's past and present and contributed to an independent and original sense of state identity. Topics include: cultural diversity in frontiers and borderlands, shifting meanings of gender, and the function of regional and racial myths. I focus specifically on the racial content of California history, including the experiences of Native Americans, Latinos, the Chinese and the Japanese throughout California's journey to our modern, poly-cultural state.

Palomar College, Fall 2015 to Spring 2016

English 100, English 203

English 100: English Composition

English 100 is a transfer-level writing class within the overall department of English and humanities. Students learn the development of critical thinking and reading skills, rhetorical analysis, argumentative writing and exposition. We also studied useful writing tools, including idea development, drafting and personal revision. By the end of the semester students were comfortable with college level research protocols, proper citation methods and complex topic materials.

English 203: Critical Thinking and Composition Through Literature

English 203 is an advanced transfer-level writing class within the department of English that facilitates practice in writing essays about literature, with an emphasis on critical thinking and reading. Pedagogical aims include honing writing skills, establishing principles of inductive and deductive reasoning, advanced methods of research, and elements of style.

University of Southern California, Fall 2001 to Spring 2004

Writing 140

Writing 140: Writing and Critical Reasoning

Writing 140 is the initial course in the composition sequence at the University of Southern California. It concentrates on the development of writing abilities, and is taught in close conjunction with the lecture and discussion sessions of an affiliated Social Issues General Education course and with the theme of the Social Issues USC College Debates. Skills taught include critical reading and writing, exposition, argumentation, and more functional skills

including idea development, drafting, personal revision, research protocols, and proper citation methods.

PROFESSIONAL DEVELOPMENT

2021: Intermediate Remote Teaching in Canvas. California State University, Fullerton.

This program was designed to introduce and enhance the proper utilization of Canvas as Cal State Fullerton's online learning platform. Topics included the value of online learning in the modern educational space, digital tools to establish classroom connections, maximizing student retention, creation of materials to gauge student progress, and content creation with an eye towards digital literacy and today's student interests.

2019/2020: GE Learning Assessment Community on GE Learning Goal Three: Written Communication. California State University, Fullerton.

General Education Assessment is designed to assess GE as an integral program as opposed to assessing individual courses. Participants work in a Faculty Learning Community made up of a small group of part time and full-time faculty who teach a range of upper level GE courses. The overall focus of written communication was addressed as a means of facilitating greater student understanding of written language as a means of addressing and evaluating complex course materials, and to solidify an understanding of grading standards and protocols for instructors.

2019: Online Education: Engagement Tech Tools for Online Blended Courses. California State University, Fullerton.

This series of lectures, meetings and webinars are designed to enhance the productivity and pedagogical value of online classes at CSUF. Topics included managing Lecturer/Student communications online, improving student outcomes and classroom involvement, newer technologies for online courses, and enhancing student to student communications in online courses.

2015: "HSS Lecturer Development Day" California State University, Fullerton

I attended a variety panels designed to support and inform the pedagogical goals of college level education. In particular, I attended panels on supporting students with disabilities, on managing aggressive or threatening student/teacher interaction, and on guiding students suffering from anxiety, depression or mental illness.

CONFERENCE ACTIVITY

2004: "American Constructions of Beauty." The Association of English Graduate Students (AEGS), University of Southern California. Los Angeles, CA

2003: "The Smelting of a Modern Frankenstein." The Association of English Graduate Students (AEGS), University of Southern California. Los Angeles, Ca

PUBLICATIONS/WORKS IN PROGRESS

Current work in progress: "The Making of a Mermaid: Annette Kellerman and the Beautification of an Athletic Pioneer."

2015: Review: "Pan American Women: U. S. Internationalists and Revolutionary Mexico" by Megan Threlkeld. *American Studies Journal*, ed. Hannah Bailey. Vol. 54, No. 2. (2015).

GRANTS AND FELLOWSHIPS

2008-2009: Merit Fellowship, University of Southern California

2003-2005: Program Coordinator Fellowship; University of Southern California

AWARDS AND HONORS

2003: Award for Excellence in Teaching, USC.

TEACHING INTERESTS

American Studies; Gender Studies; Film Studies; Genre Studies; Pop Culture and Media; English; American Literature; Rhetoric and Composition; Modern American Literature; War Literature;

REFERENCES

Leila Zenderland, Cal State Fullerton, Chair, Department of American Studies

657-278-3800

lzenderland@fullerton.edu

Jesse Battan, Cal State Fullerton, Professor, Department of American Studies

657-278-3787

jbattan@fullerton.edu

Elaine Lewwinek, Cal State Fullerton, Professor, Department of American Studies

657-278-3595

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Jon Panish, Palomar College, Professor, Department of English

760-744-1150 xt 3331

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Calin Anderson, Portland Community College, Professor, Composition and Literature

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calin.anderson@pcc.edu

2021-2022 PPR: American Studies

APPENDIX E. RESOURCES

External grants won by American Studies faculty members during this review period are itemized below:

Eric Gonzaba

National Endowment for the Humanities, Humanities Collections and Reference Resources Grant, 2021-2024 (\$350,000)

Cornell University Library, Phil Zwickler Memorial Research Grant, 2021(\$1333)

Elton John AIDS Foundation, African American AIDS History Project Fellowship, 2018 (\$5000)

Elaine Lewinnek

Ahmanson Grant, Historical Society of Southern California, 2019 (\$2000)

Terri Snyder

George Washington Library Fellowship (Declined), 2021

National Endowment for the Humanities Faculty Fellowship, 2015-2016 (\$45,000)

Mellon Fellow, Huntington Library (2 months), 2015 (\$6000)

Leila Zenderland

National Endowment for the Humanities Fellowship) 2015-16 (\$54,000)

2021-2022 PPR: American Studies

APPENDIX F. Long-Term Planning

Our long-term plans and budget needs are discussed in the text of this self-study.

Appendix I.B.

American Studies Faculty Scholarly and Creative Activity, 2015-2021

Peer-Reviewed Scholarly Books

Lewinnek, Elaine, Gustavo Arellano, and ThuyVo Dang. *A People's Guide to Orange County*. University of California Press, 2022.

Abnet, Dustin. *The American Robot: A Cultural History*. University of Chicago Press, 2020.

Ball, Erica, Tatiana Seijas, and Terri L. Snyder, eds. *As If She Were Free: A Collective Biography of Women and Emancipation Across the Americas*. Cambridge University Press, 2020.

Patterson, Andrea and Ian Reed, eds. *The Shapes of Epidemics and Global Disease*. Cambridge Scholars Publishing, 2020.

Woo, Susie. *Framed By War: Korean Children and Women at the Crossroads of US Empire*. New York University Press, 2019.

Golub, Adam and Heather Richardson Hayton, eds. *Monsters in the Classroom: Essays on Teaching What Scares Us*. McFarland Press, 2017.

Falero, Sandra. M. *Digital Participatory Culture and the TV Audience: Everyone's a Critic*. Palgrave MacMillan, 2016.

Lane, Carrie and Jong Bum Kwon, eds. *Anthropologies of Unemployment: The Changing Study of Work and Its Absence*. Cornell University Press, 2016.

Snyder, Terri. *The Power to Die: Slavery and Suicide in British North America*. University of Chicago Press, 2015.

Peer-Reviewed Scholarly Articles and Book Chapters

Space, Place, and American Studies

Lewinnek, Elaine. "Park Place Material: Privatization, Home Owners Association, and My Dog." in Carribeana Fragoza and Romeo Guzmán, eds, *Postcards from California: Creative Nonfiction Grounded in Place*. Heyday Press, 2022.

---, Gustavo Arellano, Thuy Vo Dang, and Andrew Tonkovich. "Forum: A People's Guide to Orange County." *Santa Monica Review's Citric Acid* (January 2022).

Fingal, Sara. "Latinx Environmentalism." *Oxford Research Encyclopedia of American History*. (January 2019): 1-20. doi: <http://dx.doi.org/10.1093/acrefore/9780199329175.013.421>.

---. "Your House es Mi Casa: American Homebuyers in the Baja California Borderlands, 1964-1989." *Western Historical Quarterly*, 49:1 (Spring 2018): 17-41.

Lewinnek, Elaine and Tom Zoellner. "Seeing Orange County" *Boom California* (February 2018).

Golub, Adam. "Locating Monsters: Space, Place, and Monstrous Geographies." In Adam Golub and Heather Richardson Hayton, eds. *Monsters in the Classroom: Essays on Teaching What Scares Us*, 91-113. McFarland Press, 2017.

Lewinnek, Elaine. "Modern Architecture, Consumer Citizenship, and the Fate of America's Downtowns" *Journal of Urban History* 43:3 (February 2017), 523-527.

---. "From Ferguson to Irvine: Why Suburban Diversity Matters." *Western Humanities Review*, 70:3 (Fall 2016), 13-27.

---. "Social Studies Controversies in 1960s California: *Land of the Free*, Public Memory and the Rise of the New Right." *Pacific Historic Review* 84: 1 (February 2015), 48-84. Nominated for the History of Education Society Prize.

Transnational, Imperial, and Global American Studies

Snyder, Terri L. "The Trafficking of Elisha Webb: Black Freedom Claims in British North America." *William and Mary Quarterly*, 3d ser., 79:2 (April 2022, in press).

Zenderland, Leila. "Leo Ferrero." In *Intellectuals Displaced from Fascist Italy: Migrants, Exiles and Refugees Fleeing for Political and Religious Reasons*. University of Florence, English and Italian, 2022.

Battan, Jesse. "'What Is the Correct Revolutionary Proletarian Attitude toward Sex?' Red Love and the Americanization of Marx in the Interwar Years." In Christopher Phelps and Robin Vandome, eds. *Marxism and America: New Appraisals*, 43-70. University of Manchester Press, 2021.

Halifax, Shawn and Terri L. Snyder. "Slavery, Resistance, and Memory in the Lowcountry: The Commemoration of the Stono Rebellion." In James M. Spady, ed., *Fugitive Moments: Commemorating the Denmark Vesey Affair and Black Radical Antislavery in the Atlantic World*, 136-160. University of South Carolina Press, 2021.

Ball, Erica, Tatiana Seijas, and Terri L. Snyder. "Introduction." In Ball, Erica, Tatiana Seijas, and Terri L. Snyder, eds. *As If She Were Free: A Collective Biography of Women and Emancipation in the Americas*, 1-26. Cambridge University Press, 2020.

Snyder, Terri L. "Suicide, Slavery, and Epidemics: A Perspective from Early Modern British America." In Andrea Patterson and Ian Reed, eds. *The Shapes of Epidemics and Global Disease*, 42-63. Cambridge Scholars Publishing, 2020.

Woo, Susie. "Transpacific Adoption: The Korean War, U.S. Missionaries, and Cold War Liberalism." In Lon Kurashige, ed. *Pacific America: Histories of Transoceanic Crossings*, 161-77. University of Hawai'i Press, 2017.

---"When Blood Won't Tell: Integrated Transfusions and Shifting Foundations of Race in 1950s America." *American Studies* 55, no. 4 (2017): 5-28. Winner of the Mid-America American Studies Association Stone-Suderman Prize for best essay in *American Studies* for 2017.

Lane, Carrie and Jong Bum Kwon, "Introduction." In Jong Bum Kwon and Carrie Lane, eds. *Anthropologies of Unemployment: The Changing Study of Work and Its Absence*, 1-17. Cornell University Press, 2016.

Agnew, Heather Robin. (2015). "Reframing 'Femicide': Making Room for the Balloon Effect of Drug War Violence in Studying Female Homicides in Mexico and Central America." *Territory, Politics, Governance* 3(4): 428-445.

Woo, Susie. "Imagining Kin: Cold War Sentimentalism and the Korean Children's Choir," *American Quarterly* 67:1 (March 2015): 25-53.

Media Cultures, Technology, Work and American Studies

Abnet, Dustin. "Taming Bodies and Machines: Agency, Ideology, and Identity in the American Robot." in Kristin Hass, ed., *The Routledge Handbook of American Material Culture Studies*. Routledge University Press, 2022.

Golub, Adam. "Criminal Crossovers." Foreword to "Making a Murderer: True Crime in Contemporary American Popular Culture," special issue of *Crime Fiction Studies*, 3 (2022).

Abnet, Dustin. "Escaping the Robot's Loop: Power and Purpose, Myth and History in *Westworld's* Manufactured Frontier." In Antonia Mackay and Alex Goody, eds. *Reading Westworld*. New York: Palgrave MacMillan, 2019.

Golub, Adam and Ashley Loup. "Engaging Fan Cultures: What Students Learn When They Study Fans." *Participations: Journal of Audience and Reception Studies*. 16:2 (November 2019): 23-37.

---. "Making Context Matter: American Studies and the Connecting Imagination." *The Society of Americanists Review* 1:1 (Fall 2018): 113-133.

- . "Stomping the Undead: A Blues Theory of Zombie Culture." *Quarterly Horse: A Journal of [brief] American Studies* 1.3 (Spring 2017). <http://www.quarterlyhorse.org/spring17/golub/>
- Lane, Carrie. "Unemployed Tech Workers' Ambivalent Embrace of the Flexible Ideal," In Allison Pugh, ed. *Beyond the Cubicle: Insecurity Culture and the Flexible Self*, New York: Oxford University Press, 2016.
- . "The Limits of Liminality: Anthropological Approaches to Unemployment in the United States." In by Jong Bum Kwon and Carrie Lane, eds. *Anthropologies of Unemployment: The Changing Study of Work and Its Absence* 18-33. Ithaca, NY: Cornell University Press, 2016.
- Golub, Adam and Carrie M. Lane. "Zombie Companies and Corporate Survivors." *Anthropology NOW* 7:2 (September 2015): 47-54.
- . "Solving the School Crisis in Popular Culture: *Why Johnny Can't Read* Turns 60." *Ethos: A Digital Review of Arts, Humanities, and Public Ethics*, 2.1 (April 2015): 4-20.
- Lane, Carrie. "How to Be a Professional Organizer in the United States." In Ilana Gershon, ed. *A World of Work: Imagined Manuals for Real Jobs*, 129-145. Ithaca: Cornell University Press, 2015.

Intersectional Sexualities, Race, Gender, and Class in American Studies

- Battan, Jesse. "Contesting the Bonds of Marriage: Free Love in the Nineteenth Century." in Jen Manion and Nick Syrett, eds., *The Cambridge History of Sexuality in the United States*, volume 1. Cambridge University Press, 2022.
- Gonzaba, Eric and Amanda Regan. "Mapping the New Gay South: Queer Space and Southern Life 1965-1980." *Southern Quarterly* (Spring 2022).
- Rowe, Kristin Denise. "'Unmanageable': Exploring Black Girlhood, Storytelling, and Ideas of Beauty." *Open Cultural Studies* (Forthcoming 2022).
- . "Beyond 'Becky with the Good Hair': Hair and Beauty in Beyoncé's 'Sorry'" in *Beyoncé in the World: Making Meaning with Queen Bey in Troubled Times* Ed. by Christina Baade and Kristin McGee. Wesleyan University Press, 2021.
- . "Rooted: On Black Women, Beauty, Hair, and Embodiment." in *The Routledge Companion to Beauty Politics* Ed. By Maxine Leeds Craig (Routledge, 2021).
- Snyder, Terri L. and Cornelia Hughes Dayton. "Law and Justice in Early America," in Nancy Hewitt and Anne M. Valk, eds., *Companion to American Women's History* (Second Edition), 55-72. New York: Wiley-Blackwell, 2020.

- Horwitz, Ariella and Lisa Daily. "The (Digital) Future is Female: Between Individuality and Collectivity in Online Feminist Practices." In David Ardetti and Jennifer Miller, eds. *The Dialectic of Digital Culture*. Lexington Books, 2019.
- Rowe, Kristen D. "Beyond 'Good Hair': Negotiating Hair Politics Through African American Language." *Women and Language*, Vol. 42, No. 1 (Spring 2019): 43-68.
- . "Nothing Else Mattered After That Wig Came Off": Black Women, Hair, and Scenes of Interiority." *Journal of American Culture*, Vol. 41, No. 1 (2019): 21-36 DOI: <https://doi.org/10.1111/jacc.12971>. Top Downloaded Paper 2018-2019, *Journal of American Culture*, Wiley Publishing Company.
- Randolph, Antonia, Holly Swan, and Kristin Denise Rowe. "That \$hit Ain't Gangsta': Symbolic Boundary Making in an Online Urban Gossip Community." *Journal of Contemporary Ethnography*, Vol. 47, No. 2 (2018): 609-639 DOI: <https://doi.org/10.1177/0891241617716744>
- Agnew, Heather Robin. (2015). "Reframing 'Femicide': Making Room for the Balloon Effect of Drug War Violence in Studying Female Homicides in Mexico and Central America." *Territory, Politics, Governance* 3(4): 428-445.
- Lane, Carrie. "Man Enough to Let My Wife Support Me: Gender and Unemployment among Middle-Class U.S. Tech Workers." *The Gender, Culture, and Power Reader*. Edited by Dorothy Hodgson, New York: Oxford University Press, 2015: 333-341.
- Loftin, Craig. "From Bisexual to Queer: The Radical Sexuality of Paul Goodman." *Self and Society*, 45:4 (Winter 2016), 333-38.
- . "Secrets in Boxes: The Historian as Archivist." In Amy L. Stone and Jamie Contrell, eds. *Out of the Closet, Into the Archives: Researching Sexual Histories*, 51-64. State University of New York Press, 2015.
- Snyder, Terri L. "Women, Race, and the Law in Early America." In Jon Butler, ed. *Oxford Research Encyclopedia of American History*, 1-30. Oxford University Press, 2015.
- . "Jane Webb and Her Family: Life Stories and the Law in Early Virginia." in Cynthia A. Kierner and Sandra Gioia Treadway eds. *Virginia Women: Their Lives and Times*, vol. 1, 64-93. University of Georgia Press, 2015.

Digital Humanities Projects

- Gonzaba, Eric and Amada Regan. *Mapping the Gay Guides*. <https://www.mappingthegayguides.org/>

Gonzaba, Eric. Founder and Director. *Wearing Gay History*. <https://wearinggayhistory.com/>

Kanosky, Alison. *Beyond Steel: An Archive of Lehigh Valley Industry and Culture*, Lehigh University, <https://digital.lib.lehigh.edu/beyondsteel/gis/>.

Public-Facing Writing

Abnet, Dustin. "Why Amazon is Naming New Warehouse Robots After Muppets." *Slate.com*. July 12, 2021. <https://slate.com/technology/2021/07/amazon-warehouse-robots-muppets.html>.

Golub, Adam. "Creativity and American Studies," *American Studier* blog, February 27, 2021.

Ball, Erica, Tatiana Seijas, and Terri L. Snyder. "Harris Stands on the Shoulders of Countless Women Who Strove for Freedom." [NJ.com](https://www.nj.com), Jan 19, 2021.

Covert-Ortiz, Patrick. "The Necessity of Bob: Teaching Physique Pictorial in 2019." *Physique Pictorial*. (Autumn, 2019): 83-86.

Rowe, Kristin Denise. "Hair, Sex Work, and Netflix's Quietly Liberating 'Jezebel.'" *Crown Magazine*. 2020. <https://www.crwnmag.com/blog/2020/5/hair-sex-work-and-netflixs-quietly-liberating-jezebel>

Gonzaba, Eric. "The Everyday Heroes of the Gay Rights Movement," *Washington Post*, June 29, 2019

---. "The Lavender Scare and Beyond," *History News Network*, June 16, 2019

---. "Queering the Classroom," *The American Historian*, May 2019

Golub, Adam. "Reading the Monster and Its Moment," *Pedagogy and American Literary Studies: A Resource for Teaching American Literature*, October 22, 2018.

Lewinnek, Elaine and Ryan Reft, "Member of the Week: Elaine Lewinnek" *The Metropole, Official Blog of the Urban History Association* (September 2018).

---. "What Walkouts Teach Students: A Report from San Diego," *Public Seminar*, New School for Social Research in New York City (March 2018).

---. "Take Your Seat at the Professor's Party" *The Metropole, Official Blog of the Urban History Association* (February 2018).

Rowe, Kristin. "On Decolonization, Beauty, and Black Hair Aesthetics." *Research Collective for Decolonizing Fashion*: (2018). <https://rcdfashion.wordpress.com/2018/09/17/on-decolonization-beauty-and-black-hair-aesthetics-by-kristin-denise-rowe/>

---. "I'm Bossy": On Black Feminism, Power, and Body Politics." *The Body Is Not An Apology* (2018): <https://thebodyisnotanapology.com/magazine/im-bossy-on-black-feminism-power-and-body-politics/>

---. "5 Game-Changing Natural Hair Moments of the Past 10 Years." *Curly Nikki* (2018): <http://www.curlynikki.com/2018/05/5-game-changing-natural-hair-moments-of.html>

Lane, Carrie. "Gig Work Doesn't Have to Be Isolating and Unstable," *Harvard Business Review* (May 4, 2017). <https://hbr.org/2017/05/gig-work-doesnt-have-to-be-isolating-and-unstable>.

Lewinnek, Elaine and LaDale Winling. "A Vision for UHA 2018" *The Metropole, Official Blog of the Urban History Association* (December 2017).

---. "Writing Orange County" review of Lisa Alvarez and Andrew Tonkovich's *Orange County: A Literary Field Guide in Boom California* (July 2017).

---. "On March 8, I Will Not... Leave Organizing to Someone Else," *Public Seminar*, New School for Social Research in New York City (March 2017).

---. "The Cultural Front: The San Diego Women's March," *Public Seminar*, New School for Social Research in New York City (January 2017).

Kanosky, Alison. "Left Behind By the World's Wealthiest Military." *Anthropology News*, 57, no. 12 (December 2016), e138-143.

Lane, Carrie. "The Self-Assembled Career," *The Hedgehog Review* 18.1 (Spring 2016): 88-95.

---. "Dueling Interpretations of Professional Organizing," *Contexts* 14.4 (Fall 2015): 62-64.

Lewinnek, Elaine. "Learning Baltimore," *Public Seminar*. New School for Social Research in New York City (May 2015).

Creative Work

Golub, Adam. "Burning Down the House," *Atticus Review*. July 15, 2021.

---. "True Faith," *Drunk Monkeys*. July 12, 2021.

---. "Genuine Natural Color." *Linden Avenue Literary Journal* 72 (May 2018).

---. "The Lizard." *Indicia: A Journal Curating Literary Arts* 2.2 (Winter/Spring 2018).

---. "The Pool Guy." *Pulp Literature* 15 (Summer 2017): 121-130.

- First Runner Up, *Pulp Literature's* Raven Short Story Contest, 2016
- Honorable Mention, 38th New Millennium Writings Award for Fiction, 2014

- . "The Flute Case. *The Bookends Review*, February 17, 2017.
 - Selection, Best of 2017, *The Bookends Review*
- . "Downward." *101 Fiction*, October 30, 2016.
- . "Dry Spell." *The Sirens Call* 21 (June 2015): 45-49.

Invited Talks and Forums

- Abnet, Dustin. "Playing at Revolution? Social Media, Participatory Democracy, and Political Violence, at "Forum: American Studies Contexts for Understanding January 6," American Studies Department, California State University, Fullerton, 2021.
- . "The American Robot:" Myth, Symbol, and American Studies, California State University Fullerton, Department of American Studies, Colloquium, 2019.
- . "The War Against the Machines? Robots and American Identity, 1787-2015" California State University, Fullerton, Department of American Studies, Colloquium, 2015.
- Battan, Jesse. "Sexuality and Counterculture Utopian Communities in the 1960s." *Issues in American Literary & Cultural History III: Outlaws, Bandits, and Terrorists from 1868 to 1968*. Department of American Studies, University of Tübingen, Germany, June 2018.
- Fingal, Sara. Roundtable Participant, ASEH Environmental History Week, "The Past (and Future) of Environmentalism," 2021.
- . "Community Leadership Through Coastal Environmental Education," Environmental Justice, Race, and Public Lands: A Symposium, University of Oregon, 2018.
- . Roundtable Participant, "Diversity and Environmental History: Reflections on Scholarship, Scholars, and Building Community," American Society for Environmental History, Washington, DC, 2015.
- . "Beach Culture Beyond Malibu: Race, Class, and Lines in the Sand." California State University, Fullerton, Department of American Studies, Colloquium, 2018.
- Golub, Adam. "Conventions of Writing in the Humanities," Thesis Writing Retreat, California State University, Fullerton, October 2020; February 2021; October 2021
- . "Zombies Are Us: The Undead and our Imagined Community," Humanities and Social Sciences Lecture Series, California State University, Fullerton, 2018
- . "Making Sense of Monsters: Pedagogy, Collaboration, Creativity," CSUF American Studies Graduate-Faculty Colloquium, 2015.

- Gonzaba, Eric. "Under the Rainbow: How History is Made," GLBT Historical Society Museum, 2021
- . "Wearing the Gay Revolution," Osher Lifelong Learning Institute, September 15, 2021
 - . "Michigan & the Gay Guides," Saugatuck-Douglas History Center, July 15, 2021
 - . "Digital Humanities and the Gay Guides," CSUF Spring Digital Humanities Keynote Speaker, May 13, 2021
 - . "Queering The Map 2.0 A Roundtable About Interactivity, Temporality & Ambiguity in Queer Digital Maps," May 5, 2021
 - . "LGBTQ+ Leadership After the Pandemic," Point Foundation Panel Discussion, April 30, 2021
 - . "Because the Night: Nightlife & Rethinking Gay Liberation," CSUF American Studies Graduate-Faculty Colloquium, March 19, 2021
 - . "Gay Guides and Gay Guys: Mapping American Queer Spaces with Historical Gay Travel Guides," Invited lecture at the University of Southern California, April 5, 2021
 - . "Mapping the Gay Guides: Using Digital History to Explore LGBTQ Travel Guides," Invited lecture at the Center for Presidential History, Southern Methodist University, November 23, 2020
 - . "Teaching Engaging Online Courses," Southern Historical Association's Graduate Council Luncheon, November 20, 2020
 - . "Gay Digital Public History," Invited Class Talk with Dr. Kathy Peiss, University of Pennsylvania, November 18, 2020
 - . "Wearing Gay History: LGBT History Through T-shirts," Teachers College, Columbia University, June 25, 2020
 - . "Harvey Milk Day Lecture" Invited discussion for the California Capitol LGBT Association, May 24, 2020
 - . "Doing LGBTQ History," Invited Lecture (via Skype), Muskingum University, November 13, 2019
 - . "The Queer T-shirt in Our National History," Invited PLATO lecture, Evergreen State College, Olympia, Washington, November 1, 2019

- . “(In)Visible Histories: Roundtable Discussion on LGBT Rights 50 Years after Stonewall” Invited talk at United States Holocaust Memorial Museum, Washington, D.C., June 26, 2019
 - . “Our Queer Closets: Understanding Global LGBTQ History Through T-shirts” Invited lecture at the Worcester Historical Museum, Worcester, Massachusetts, May 30, 2019
 - . “Clubs and Equality: Fighting Discrimination at Philadelphia's Gay Bars in the 1970s and 1980s” Invited Lecture, William Way LGBT Community Center, Philadelphia, Pennsylvania, December 10, 2017.
- Kanosky, Alison. “Most of the Time, Nothing Went Wrong: Danger, Memory, and the Military Past,” CSUF American Studies Faculty-Graduate Student Colloquium, March 2019.
- . “Rural Prison Expansion and the Normalization of Mass Incarceration,” *Africana Studies*, Lehigh University, October 2015.
- Lane, Carrie. “Practical Tips for Getting Published.” Presentation to the CSUF Faculty of Color Learning Community, April 13, 2021.
- . “”People Get Paid to Do This?”: The Growing Field of Professional Organizing.” Presentation to the Eclectics lecture series of the CSUF Osher Lifelong Learning Institute, October 6, 2020.
 - . Workshop Presenter, “Abstract and Conference Prep Workshop,” sponsored by the CSUF American Studies Student Association. Fullerton, CA, September 27, 2016.
 - . “*A Company of One*,” Faculty Author Series, sponsored by the CSUF Division of Human Resources, Diversity and Inclusion. Fullerton, CA, April 2015.
- Lewinnek, Elaine and Thuy Vo Dang, “Teaching Orange County’s Ethnic History” for California Global Education Project. February 2022.
- and Thuy Vo Dang. “Diversity of Orange County’s Past and Present,” CSUF Osher Lifelong Learning Institute Diversity series (December 2021).
 - , Thuy Vo Dang, and Krista Nichols “People’s Landmarks of Orange County,” Orange County Archives in Action. November 2021.
 - . “Orange County’s Water History,” California Global Education Project. June 2021.
 - . “Becoming the Burbs,” Elmhurst Art Museum. May 2021.
 - . “O.C. Social Studies Controversies and the Rise of the New Right,” Orange County Historical Society. February, 2021.

- . “Lost Causes: The 1870s, 1970s, and January 6th,” American Studies Departmental Forum. February, 2021.
 - . “Ethnic Studies and the Achievement Gap,” “Inclusive Curriculum and Student Social Movements,” two webinars for Encinitas for Equality Youth. September and October 2020.
 - . “Food for Thought: Exploring Multicultural Food Culture in California” Center for California Studies Lecture Series with Assembly Speaker Anthony Rendon. December, 2018, California State University, Fullerton.
 - , Gustavo Arellano, and Thuy Vo Dang. “A People’s Guide to Orange County,” invited panel at Orange County Archives in Action Bowers Museum, Santa Ana, October 2018.
 - . “Alternative Histories of Southern California.” H&SS Dean’s Lecture Series, “Alternative Facts: Evidence, Interpretation, and Reality” California State University, Fullerton, February 2018.
 - . “A History of Orange County Activism,” CSUF Unity Block Party California State University, Fullerton, October 2017.
 - . “A People’s History of Orange County,” invited talk at Heritage Museum of Orange County (July 2017), Santa Ana.
 - . and Thuy Vo Dang, “A People’s History of Orange County,” invited talk at the UCI Humanities Out There / OC Parks Oral History Day (June 2017), Irvine Ranch Historic Park.
 - . “A People’s History of Orange County” invited talk at the Town & Gown Lecture Series, Fullerton Public Library (November 2016), Fullerton.
 - and Michael Steiner. “A People’s Guide to Orange County: Uncovering Hidden Grassroots Histories,” Graduate-Faculty Colloquium, Department of American Studies (April 2016), Fullerton.
 - . “From Ferguson to Fullerton,” for the H&SS Dean’s Colloquium on Inequality (October 2015), California State University, Fullerton.
 - . “What do Sidewalks Mean? A Response to David Ulin’s *Sidewalking: Coming to Terms with Los Angeles*” (October 2015), California State University, Fullerton.
- Loftin, Craig. Educator’s Webinar: World War II Expands Gender Roles, ONE Archives/Our Family Institute, 2020.
- . Los Angeles City College, LACC Book Program, Los Angeles, California, 2019.
 - . FAIR Act Workshop, sponsored by UCLA (Center X), Compton, California, 2019.

- . FAIR Act Workshop, sponsored by University of California, Irvine, History Project, Cal State Dominguez Hills, Carson, California, 2018.
 - . LGBTQ History: OUT Curriculum Cohort, sponsored by UCLA (Center X), Los Angeles LGBT Center, ONE Archives, Los Angeles, California, 2018.
- Ring, Arlene. “The Social Construction of a Border-Crossing Varmint.” CSUF’s College of Humanities and Social Sciences Lecture Series, 2017.
- . “When Fake Becomes Real – Why We Changed Our Minds About Animal Stories.” CSUF’s College of Humanities and Social Sciences Lecture Series, 2018.
- Rowe, Kristen Denise. “The Politics of Beauty and the African Body” Roundtable. Third Kwame, Nkrumah Intellectual and Cultural Festival, University of Ghana, Accra, Ghana, 2021.
- . Women’s History Month: The CROWN Series Part II. The Charles H. Wright Museum African American History, Detroit, Michigan. Virtual, 2021.
 - . “‘It’s the Feelings I Wear’: Black Feminism(s), Natural Hair, and New Media (Re)Negotiations of Beauty.” CSUF American Studies Faculty-Graduate Student Colloquium, 2020.
 - . “Your Black is Beautiful: Embracing Your Beauty When It’s Not the Standard.” Black Women in Higher Education Organization. Virtual, 2020.
 - . “Virtual Teach-in: Race, Power, and American Studies Part II.” Department of American Studies, California State University Fullerton, Fullerton, California. Virtual, 2021
- “Kinky, Curly, Wavy: The Panel with Dr. Lee and Dr. Rowe.” SisterTalk student organization, hosted by the Career Center and WoMen’s and Adult Reentry Center, California State University Fullerton, Fullerton, California, 2020.
- Snyder, Terri L. “Claiming Freedom and Black Antislavery Work in Early America,” for the *Ancestries of Enslavement* Lecture Series, the Carolina Lowcountry and Atlantic World Program, College of Charleston, November 2019.
- . Keynote Address, “Women and the Law in Early America,” *TENACITY: The Women in Jamestown and Early Virginia*, Jamestown-Yorktown Foundation, September 2019, Williamsburg, Virginia
 - . “Digital Research in Early America,” *William and Mary Quarterly*-University of California, Irvine Workshop, October 2018, Irvine, California

---. "Slavery, Suicide, and Memory in American Culture." *Issues in American Literary & Cultural History III: Outlaws, Bandits, and Terrorists from 1868 to 1968*. Department of American Studies, University of Tübingen, Germany, June 2018.

---. "The Linda and Richard Kerber Travel Fund," *The Iowa Women's Archives at 25: A Celebration and Symposium*," University of Iowa Libraries, November 2018, Iowa City, Iowa.

---. *As If She Were Free: A Collective Biography of Women and Emancipation in the Americas*, Invited Talks presented with co-authors Erica L. Ball and Tatiana Seijas

- Slavery Archive Book Club, March 2021
- Women's History Month, MacMillan Learning, March 2021
- New Books Network, March 2021
- Red Iberoamericana de Historiadoras, México, February 2021
- Cambridge University Press Winter History Festival, January 2021
- Slavery + Freedom Studies Working Group at the Rutgers CCA, Online, November 2020.

Woo, Susie. "Framed by War," Dr. Nayan Shah's Graduate Course, University of Southern California (virtual) November 2021.

---. "Framed by War," Dr. Allison Varzally's Course, CSUF (virtual) November 2021.

---. "Framed by War," Dr. Emily Hobson's Graduate Course, University of Nevada, Reno (virtual) October 2021.

---. "Framed by War: Korean Children and Women at the Crossroads of US Empire," Faculty Noontime May 2021
Lunch Talks, Amherst College, Boston, MA (virtual)

---. "Framed by War: Korean Children and Women at the Crossroads of US Empire," May 2021.

---. "Transnational Frames: Rearticulating Asian American Knowledges," Department of Asian American Studies, UC Irvine (virtual).

---. "Korean Transnational Adoptions: Historical Contexts," George Washington Institute for Korean, April 2021 Studies Signature Conference, "Korean Kinship, Adoption, and Diaspora," (virtual).

---. "Framed by War," Dr. Mary Lui's Graduate Course, Yale University, New Haven, CT (virtual) March 2021.

---. "Framed by War: Korean Children and Women at the Crossroads of US Empire," Osher Lifelong Learning Institute, CSUF, November 2020.

- . “Framed by War: Korean Children and Women at the Crossroads of US Empire,” *Critical* October 2020.
- . Conversations in Korean Studies, UC Irvine (virtual).
- . “Mothers and Mixed-Race Children in South Korea,” *Asian American Pacific Islander History, Group, Huntington Library, Pasadena, CA, 2018.*
- . Guest Speaker for 50 Year Anniversary of Ethnic Studies, Fullerton College, CA, May 2019.
- . Guest Speaker on Race and Ethnicity for Sociology Week, “Race and Immigration: A Cultural History,” CSUF, March 2019.
- . “Korean Mothers and their Mixed-Race Children in Korea,” Chapter presentation, Asian American Pacific Islander Working Group, Huntington Library, Pasadena, CA, October 2018.
- “Myth of the Model Minority,” Korean Studies Institute Lecture Series, USC February 2016.
- Zenderland, Leila. Guest Lecture, Osher Lifelong Learning Institute,, “Social Science in an Age of War: Yale’s 1932-33 International Seminar on Culture and Personality and its Worldwide Impact.” October 5, 2021.
- . American Studies Department Forum: ”Losing Democracies: Transnational Perspectives from the 1920s to the 2020s” as part of Forum on “American Studies Contexts for Understanding January 6th.” Held on Zoom February 5, 2021.
- . American Studies Department Faculty-Graduate Student Colloquium, “From Tuskegee to Vilna: How Southern Black Universities Influenced Studies of Polish Jewish Youth in the 1930s,” March 11, 2017.

Academic Conferences

Faculty have presented their work and participated in a range of regional, national, and international scholarly conferences. These include the American Anthropological Association, American Ethnological Society, American Folklore Society Annual Meeting; American Historical Association, American Society for Environmental History, American Studies Association, Association for the Study of African American Life and History, Association of Asian American Studies Book Fair, Berkshire Conference on the History of Women, British Association for American Studies, California American Studies Association, California Global Education Project, Canadian American Studies Association, Carolina Lowcountry and Atlantic World Program, College of Humanities and Social Sciences Lecture Series, Comic Arts Conference, Comic-Con International, European Early American Studies Association, European Society for the History of the Human Sciences, European Society for Environmental History Conference, Global Caregivers Summit, International Water History Association Conference,

International Network for Sexual Ethics and Politics, Long Beach Indie International Film, Media, and Music Festival, Max Planck Institute for Human Development, National Council of Black Studies, National Women's Studies Association, Northeast Modern Language Association, Organization for American Historians, Osher Lifelong Learning Institute (CSUF), Pacific Coast Branch of the American Historical Association, Popular Culture Association/American Culture Association, Rural Sociological Society Annual Meeting, Rural Women's Studies Association, Society for American City and Regional Planning History, Society for the Anthropology of North America, Society of Historians of the Early Republic, Society for U.S. Intellectual History Conference, Teaching History Conference, Urban History Association, Western Association of Women Historians, Western History Association, and the Work and Family Research Network.

Appendix I.B.1. Department Forums

At American Studies Forums, the department gathers to share ideas for more equitable and just futures. This tradition began in fall 2019 and we have since held three more AMST Forums. What follows is a timeline of these Forums, as well as the ideas and actions generated from the conversations had therein.

October 30, 2019: The AMST Forum convened in light of a hate incident on the CSUF campus. At the AMST Forum titled, “Race, Power, and American Studies,” students, staff, and faculty shared their thoughts about what had happened and together envisioned paths forward that would promote equity and inclusion in our department and across campus. We arrived at a list of actionable items, including [curricular changes](#) and [ideas about how to build equitable, anti-racist communities](#)

November 21, 2020: The Department released a [Statement on Hate Incidents](#).

June 2, 2020: The Department released a [Statement on Racial Violence in the United States](#).

June 9, 2020: The Department held its second forum, a “[Virtual Teach-in: Race, Power, and American Studies, Part II](#).” As the nation grappled with the police killings of Breonna Taylor, George Floyd, Tony McDade, as well as the murder of Ahmad Ahbrey, the Department gathered virtually for a teach-in. At this forum, Professors Alison Kanosky, Susie Woo, and Kris Rowe shared presentations on policing and anti-blackness; LA uprisings, past and present; and on intersectionality, art, and activism. The mini-lectures were followed by discussion. A [resource page](#) was shared with the community.

February 5, 2021: The Department gathered for our third Forum: American Studies Contexts for Understanding January 6th. At this virtual event, Professors Elaine Lewinnek, Leila Zenderland, and Dustin Abnet examined the insurrection on the US Capitol by presenting on losing democracies in both local and transnational contexts and the role of social media. Organizers of the Forum created a [resource page](#)

March 2021: The Department released a [Statement against Anti-Asian Racism and Violence](#)

March 25, 2021: For our fourth Forum, students and faculty gathered via Zoom to discuss Anti-Asian Violence, past and present. For this gathering, we created a [resource page](#).

APPENDIX II.B. AMERICAN STUDIES UNDERGRADUATE AND GRADUATE CURRICULUM MAPS

AMERICAN STUDIES UNDERGRADUATE CURRICULUM MAP

	SLO 1: Understanding the Concept of Culture	SLO 2: Examining Cultural Diversity	SLO 3: Promoting Citizenship and Global Awareness	SLO 4: Analyzing a Range of Artifacts	SLO 5: Developing Research Skills	SLO 6: Strengthening Writing Skills
AMST 101	INTRODUCED		INTRODUCED	INTRODUCED		INTRODUCED
AMST 201	INTRODUCED	INTRODUCED	INTRODUCED	INTRODUCED		INTRODUCED
AMST 301	PRACTICED	INTRODUCED	PRACTICED	PRACTICED		PRACTICED
Upper-Division Electives	PRACTICED	PRACTICED	PRACTICED	PRACTICED	INTRODUCED	PRACTICED
AMST 350	MASTERED	PRACTICED	MASTERED	PRACTICED	PRACTICED	PRACTICED
AMST 401T	MASTERED	MASTERED	MASTERED	MASTERED	MASTERED	MASTERED

AMERICAN STUDIES GRADUATE PROGRAM CURRICULUM MAP

	SLO 1: Understanding the Concept of Culture	SLO 2: Examining Cultural Diversity	SLO 3: Promoting Citizenship and Global Awareness	SLO 4: Analyzing a Range of Artifacts	SLO 5: Developing Research Skills	SLO 6: Strengthening Writing Skills
AMST 501	INTRODUCED	INTRODUCE D	INTRODUCED	INTRODUCE D		
AMST 502	PRACTICED	PRACTICED		PRACTICED	INTRODUCE D	INTRODUCE D
AMST Electives	PRACTICED	PRACTICED	PRACTICED	PRACTICED	PRACTICED	PRACTICED
Outside Field Electives	PRACTICED	PRACTICED	PRACTICED	PRACTICED	PRACTICED	PRACTICED
Skill Requirement	PRACTICED	PRACTICED	PRACTICED	PRACTICED	PRACTICED	PRACTICED
AMST Thesis	MASTERED	MASTERED	MASTERED	MASTERED	MASTERED	MASTERED
AMST Comprehensive Examination	MASTERED	MASTERED	MASTERED	MASTERED	MASTERED	MASTERED

APPENDIX III.A. ASSESSMENT REPORT

FINDINGS: Statistical Analysis of AMST Student Recruitment and Retention

Project funded by 2019-20 Assessment Inquiry Grant

With the help of the H&SS Student Success Center, the project lead identified a set of queries around recruitment, retention, and graduation rates. Specifically, we were interested to learn when, and after what courses, students tend to officially declare the AMST major (very few students enter CSUF as AMST majors—most discover their passion for the subject through GE courses). We also wanted to compare our retention and 4-year graduation rates over time and to other departments across the College of H&SS.

The report generated many interesting findings, a few of which suggest key areas for further attention and study:

- The report found that students are most likely to declare the AMST major after taking one or more of five specific courses: AMST 101, AMST 201, AMST 300, AMST 301, and AMST 320. The department's recruitment specialists, one of who is the project lead for this grant, can use this information to specifically target students in these courses for early recruitment, encouraging them to officially add the double major (or minor) earlier, thus ensuring students are in early and frequent contact with advisors before their senior year and bringing in more major at the junior (rather than senior) level.
- The report found a wide range (65% to 100%) in terms of how likely students are to successfully complete the five top AMST courses depending on whom their professors are. A majority of faculty have student success rates of 84% or higher, but 7 have rates of less than 80%. While we do not want to leap to any conclusions about the accessibility or quality of instruction provided by specific instructors, this is an area for further consideration by the department chair. As well, it may be beneficial to circulate to all faculty the latest research in terms of how to most effectively retain students, especially those struggling in the course, through frequent personal contact, explanation of the growth mindset, use of frequent low-stakes formative assignments, and other curricular and pedagogical approaches.
- Student success also varied by whether courses were taken online or in-person, with lower success rates taken online. Here, too, all AMST faculty might benefit from reviewing research on how to effectively engage, support, and retain students in online and virtual courses (something I am certain many faculty have already been doing for themselves since the shift to remote instruction amid the pandemic).
- The report notes that few new undergraduate transfer students become AMST majors (only 4 over the period reviewed, compared to 95 first-time full-time freshmen). The department should consider expanding its recruitment efforts among transfer students. We are already participating in the new H&SS Spring Transfer Student Orientation, and have created a video specifically geared toward students looking to add a double major or minor. As well, the department might send targeted recruitment email to transfer students in related disciplines with high rates of AMST minors and double majors, such as COMM and CRJU.

In addition to these specific findings, this report established an important set of baseline queries and reports that can be run again in future years to assess areas of improvement or decline.

**APPENDIX III.B. UNDERGRADUATE AND GRADUATE
SLOs**

UNDERGRADUATE SLOS

Name	Description	Methods of Assessment	Criteria of success	Instruments Used	University Learning Goals
SLO 1: Culture Concept	Students will demonstrate an understanding of the concept of culture by analyzing the functioning of American cultural texts within historic contexts, using knowledge developed by different disciplines.	Direct assessment by applying a rubric to essays written by all students in the core course AMST 350. Indirect assessment by surveying graduating students and collecting memos from teachers of AMST 350.	Direct: SLO 1 is adequately achieved if 75% of student essays reviewed are rated “acceptable” or “outstanding.” Indirect: SLO 1 is adequately achieved if 75% of surveyed students respond to the question with “high” or “very high”	Research paper, survey, other	Intellectual literacy
SLO 2: Cultural Diversity	Students will express an understanding of American cultural diversity that recognizes the historical construction and functioning of categories of identity such as race, ethnicity, gender, sexuality, class, or region.	Direct assessment by applying a rubric to essays written by all students in the core course AMST 350. Indirect assessment by surveying graduating students and collecting memos from teachers of AMST 350.	Direct: SLO 2 is adequately achieved if 75% of student essays reviewed are rated “acceptable” or “outstanding.” Indirect: SLO 2 is adequately achieved if 75% of surveyed students respond to the question with “high” or “very high”	Research paper, survey, other	Community perspective

SLO 3: Global citizenship	Students will become informed citizens who understand American political and social issues within historical, cultural, and global contexts.	Direct assessment by applying a rubric to essays written by all students in the core course AMST 350. Indirect assessment by surveying graduating students and collecting memos from teachers of AMST 350	Direct: SLO 3 is adequately achieved if 75% of student essays reviewed are rated “acceptable” or “outstanding.” Indirect: SLO 3 is adequately achieved if 75% of surveyed students respond to the question with “high” or “very high”	Research paper, survey, other	Global community
SLO 4: Critical analysis	Students will Interpret and analyze critically a range of cultural documents and expressive forms.	Direct assessment by applying a rubric to samples of capstone projects produced in AMST 401. Indirect assessment by surveying graduating students and collecting memos from teachers of AMST 401.	Direct: SLO 4 is adequately achieved if 75% of student essays reviewed are rated “acceptable” or “outstanding.” Indirect: SLO 4 is adequately achieved if 75% of surveyed students respond to the question with “high” or “very high”	Capstone project, survey, other	critical thinking
SLO 5: Research	Students will design and carry out an original interdisciplinary research project exploring American	Direct assessment by applying a rubric to samples of capstone projects produced in	Direct: SLO 5 is adequately achieved if 75% of student essays reviewed are rated “acceptable”	Capstone project, survey, other	critical thinking

	culture that makes use of both primary and secondary sources.	AMST 401. Indirect assessment by surveying graduating students and collecting memos from teachers of AMST 401.	or “outstanding.” Indirect: SLO 5 is adequately achieved if 75% of surveyed students respond to the question with “high” or “very high”		
SLO 6: Communication	Students will communicate complex ideas about American culture in clear and well-organized written papers and oral presentations.	Direct assessment by applying a rubric to samples of capstone projects produced in AMST 401. Indirect assessment by surveying graduating students and collecting memos, especially about oral presentations, from teachers of AMST 401.	SLO 6 is adequately achieved if 75% of student essays reviewed are rated “acceptable” or “outstanding” and teacher memos rank 75% of student oral presentations acceptable. Indirect: SLO 5 is adequately achieved if 75% of surveyed students respond to the question with “high” or “very high”	Capstone project, survey, other	Communication

GRADUATE SLOs

Name	Description	Methods of Assessment	Criteria of success	Instruments Used	University Learning Goals Alignment
Grad SLO 1: Theories and Methods of Cultural Studies	Students will demonstrate an advanced understanding of how scholars approach cultural evidence, critically evaluating scholarly theories and methods.	Direct assessment by applying a rubric to essays written in response to Question A on the MA Comp Exam or a student's thesis. Indirect assessment by collecting memos from chairs of each student's exam or thesis committee.	Direct: SLO 1 is adequately achieved if 80% of student essays reviewed are rated "acceptable" or "outstanding." Indirect: SLO 1 is adequately achieved if 80% of committee chairs rank students' understanding acceptable or higher.	Capstone project, other	Critical thinking
Grad SLO 2: Cultural History	Students will demonstrate a sophisticated understanding of cultural processes in history, analyzing the dynamics of diverse cultural interactions and change over time.	Direct assessment by applying a rubric to essays written in response to Question B on the M.A. Comp Exam or a student's thesis. Indirect assessment by collecting memos from chairs of each	Direct: SLO 2 is adequately achieved if 80% of student essays reviewed are rated "acceptable" or "outstanding." Indirect: SLO 2 is adequately achieved if 80% of committee chairs rank students' understanding	Capstone project, other	Intellectual literacy

		student's exam or thesis committee.	acceptable or higher.		
Grad SLO 3: Research and Communication	Students will design and carry out an original interdisciplinary research project at an advanced level, communicating their own conclusions in a clearly written essay.	Direct assessment by applying a rubric to essays written in AMST 502T.	Direct: SLO 3 is adequately achieved if 80% of student essays reviewed are rated "acceptable" or "outstanding."	Research essay	Communication and Critical thinking

APPENDIX III. C.

American Studies Summary of Undergraduate and Graduate Assessment Results, 2015-2021

	Criteria for Success*	Assessment Result	Outcome
2015-16			
Undergrad SLO 2	75%	84%	Exceeded criteria
Grad SLO 1	80%	89%	Exceeded criteria
2016-17			
Undergrad SLO 3	75%	94%	Exceeded criteria
Grad SLO 2	80%	83%	Exceeded criteria
2017-18			
Undergrad SLO 4	75%	80%	Exceeded criteria
Grad SLO 3	80%	83%	Exceeded criteria
2018-19			
Undergrad SLO 5	75%	83%	Exceeded criteria
Grad SLO 1	80%	85%	Exceeded criteria
2019-20			
Undergrad SLO 6	75%	80%	Exceeded criteria
Grad SLO 2	80%	86.3%	Exceeded criteria

** Percentage of students demonstrating acceptable/outstanding mastery of SLOs*

APPENDIX III. D. SELECTED STUDENT ACCOMPLISHMENTS

Books by Former Students

- Brown, Christina, Stephanie Anderson, and Megan Mimiaga. *A Teenager's Guide to Feminism*. Pear Shaped Press, 2021.
- Atkins, Donna A. *Diverse Gashes: Governor William Bradford, Alice Bishop, and the Murder of Martha Clarke, Plymouth Colony, 1648*. American History Press, 2020.
- Wat, Eric C. *Swim*. Permanent Press, 2019.
- Kozák Kryštof, György Tóth, Paul Bauer, Allison Wanger. *Memory in Transatlantic Relations: From the Cold War to the Global War on Terror*. Routledge, 2019.
- Falero, Sandra. M. *Digital Participatory Culture and the TV Audience: Everyone's a Critic*. Palgrave MacMillan, 2016.
- Whaley, Deborah. *Black Women in Sequence: Re-inking Comics, Graphic Novels, and Anime*. University of Washington Press, 2015.
- Hill, Jeremy. *Country Comes to Town: The Music Industry and the Transformation of Nashville*. University of Massachusetts Press, 2015.

BA Students Accepted into Professional Programs

- 2021: Celeste Sharp, Communications Management MA Program at University of Southern California
- 2020: Timothy Jackson, Counselor Education MA Program, University of Kentucky
Sarah Post, MA in Counseling Psychology, National University
- 2019: Alexis Samano, MA in, Education, Iowa State University

MA Students Accepted into Ph.D. and Other Professional Programs

- 2021: Giulia Oprea, The University of Texas at Austin, American Studies
Brandon Rocke, The University of Kentucky, Historic Preservation
Rachel Seymour, Indiana University, Anthropology
- 2020: Henrik Schneider, The University of Texas at Austin, American Studies
- 2019: Michael Paramo, University of British Columbia, Gender, Race, Sexuality, and Social Justice

- 2018: Clayton Finn, University of Pittsburg, History
Ashley Loup, University of Iowa, American Studies
Bahar Tahamtani, The University of Texas at Austin, American Studies
- 2017: Judson Barber, The University of Texas at Austin, American Studies
Drew Bahna, The University of Texas at Austin, American Studies
- 2016: Kacie Hoppe, University of Iowa, American Studies
Stepan Serdiukov, Indiana University, History
- 2015: Courtney Brown, University of Pennsylvania, Ethnomusicology and African American Studies
Greg Rozsa, University of Iowa, American Studies
Michael West, University of Iowa, American Studies

Recent Graduates Working in Student Affairs

Darcy Anderson, Senior Coordinator, Center for Scholars, CSUF
Tatiana Pedroza, Assistant Dean, College of Natural Sciences and Mathematics, CSUF
Trista O’Connell, Interim Director, Center for Scholars, CSUF
Elaina Sidney, Retention Specialist, College of Engineering, CSUF

Recent Spotlights

Josephine Hernandez (BA 2021) was featured on CSUF’s [*Titans of Promise*](#) series.

Kate Resnick (BA 2021) was featured on the [*Meet the Faces of HSS*](#) on the CSUF’s College of HSS website.

An essay by Laura Fauvor (MA, 2020) about her activism and experiences working on *Mapping the Gay Guides* project was published in the [*Orange County Register*](#).

Julian Orozco (BA, 2020) was featured on the “CSUF Graduates of 2020” by the [*Orange County Register*](#).