

# **Mid-America American Studies Association Conference 2014**



**Hosted by the Institute for Ethnic Studies  
at the  
University of Nebraska-Lincoln**

**Co-sponsored by**

**African American and African Studies Program**

**Latino and Latin American Studies Program**

**Native American Studies Program**

**Department of History**

**Department of English**

**Department of Sociology**

**Women's and Gender Studies Program**

**UNIVERSITY OF  
Nebraska<sup>®</sup>  
Lincoln**

**2014 MAASA Conference Program**  
City Campus Union  
2<sup>nd</sup> Floor

**FRIDAY, FEBRUARY 28, 2014**

**5:00 PM**

**Regency Suite**

MAASA Board Meeting

**7:00 PM**

**Sheldon Museum of Art**

Opening Reception, *Sheldon Museum of Art*, (located at 12 & R Streets in Lincoln, Nebraska, on the city campus of the University of Nebraska–Lincoln), OPEN BAR (ID required)

**SATURDAY, MARCH 1, 2014**

**Book Display (8:00 AM-7:00 PM)** will be in the **Heritage Room** featuring *American Studies*, the University of Nebraska Press titles, and select books from the Nebraska Bookstore for purchase.

**8:00 AM-9:45 AM**

**Session #1**

**Regency A**

**“American Indian Nations: Politics of Difference and Different Politics”**

Joseph Bauerkemper, *University of Minnesota Duluth*, Organizer and Moderator

*Three of the papers that form this proposed session focus on American Indian nations and explore complex questions at the layered intersection of policy, culture, governance, law, indigeneity, and settler colonialism. They consider the challenges and trajectories of Native/settler political relations, contemporary possibilities arising from indigenous intellectual and governance traditions, and the illiberal yet indispensable mode of justice at the core of U.S./Indian treaty relations. The papers collectively underscore the particular rights, prerogatives, constraints, and possibilities associated with indigenous politics—a sophisticated and revealing terrain in which difference and equality are variously invoked, facilitated, emphasized, and eschewed. The last paper is a braided essay comprised of both the personal and the theoretical the author contextualizes teaching Native American literature through Native American rhetorics.*

1. Richard C. Witmer and Margaret O’Conner, *Creighton University*  
“Self-Determination, Self-Governance and the Challenges of Federal Oversight”
2. Christina Gish Hill, *Iowa State University*  
“Indigenous Political Formations as a Foundation for Respect”
3. Bernice Olivas, *University of Nebraska-Lincoln*  
“Trickster Tactics in the ‘Contact Zone’: Using Native American Rhetorics in the Native American Literature Classroom”

4. Joseph Bauerkemper, *University of Minnesota Duluth*  
“Illiberal Virtues: Treaty Federalism and Native/Settler Citizenships”

**8:00 AM-9:45 AM**

**Session #2:**

**Regency C**

**President's Session on Digital Humanities**

Kaci L. Nash, *University of Nebraska-Lincoln*, Moderator

*This panel is a digital humanities lightening round that features the digital projects of Americanist graduate students in History and Geography at the University of Nebraska-Lincoln. Digital Humanities is an interdisciplinary academic field that uses digital technology and tools to study the human experience. Many of the students on this panel are pursuing the Graduate Certificate Program in Digital Humanities, which allows them to gain scholarly credentials in Digital Humanities. (See <http://www.unl.edu/dhcert/>.) The round will consist of 10-minute presentations of the student research project followed by a Q & A session.*

1. Brian Sarnacki, *University of Nebraska-Lincoln*  
"Small But Mighty: Business Records, Boosters, and Industry in Small Cities during the Gilded Age"
2. Rebecca S. Wingo, *University of Nebraska-Lincoln*  
"Homestead Nebraska: Network Analysis of Homesteaders"
3. Rob Shepard, *University of Nebraska-Lincoln*  
"Using GIS to Analyze Historical Urban Segregation Patterns"
4. Michelle D. Tiedje, *University of Nebraska-Lincoln*  
"Analyzing Connections Between Experiments in Intentional Community, 1880-1910"
5. Laura Dimmit, Gabrielle Kirilloff, James Wehrwein, and Chandler Warren, *University of Nebraska-Lincoln*  
"Exploring the Intersection of Personal and Public Authorial Voice in the Works of Willa Cather"

**10:00 AM- 11:45 AM**

**Session #3**

**Regency A**

**Roundtable: "Belonging in the Midwest: Finding Community in Kansas through Oral Histories and Ethnographic Methods"**

*The roundtable explores what can be learned about community through researching LGBT/ queer and crip/disability identity and lived experience through oral history and ethnographic methods. Each project examines questions of identity and embodiment as they unfold within communities.*

1. Tami Albin, *University of Kansas*
2. Stephanie Krehbiel, *University of Kansas*
3. Liam Lair, *University of Kansas*
4. Ashley Mog, *University of Kansas*

**10:00 AM- 11:45 AM**

**Session #4**

**Regency B**

**“Spaces of Equality: Heterotopias in Street Performance, Women’s Agriculture, Young Adult Fan Fiction Forums, and Post-War Science Fiction Films”**

Rosemarie Holz, *University of Nebraska-Lincoln*, Moderator and Commentator

*Street performers, female farmers, adolescent readers, and post-war American women all represent traditionally marginalized populations within their respective social spheres. Because of their socio-economic status, gender, and age, these groups are seen as fundamentally subaltern by those who hold the power in their worlds. Interestingly, however, members of each of these groups, despite their marginalization, have access to spaces which allow them to exercise agency and self-determination. Using Foucault’s discussion of heterotopias, or “counter-sites,” this panel will discuss the ways in which buskers, female farmers, teenage readers, and women in post-war American culture make use of the spaces available to them to subvert oppressive social expectations imposed upon them.*

1. Julian Saporiti, *University of Wyoming*  
“Busking in the Midwest: Musical Heterotopias in the Heartland,”
2. Danielle Schmidt, *University of Wyoming*  
“Heterotopias in Agriculture: Farms as Spaces of Equality and Difference for Women,”
3. Molly Sublett, *University of Wyoming*  
“Online Counter-Sites: Adolescent Fan Fiction Heterotopias”
4. Shaun Milligan, *University of Wyoming*  
“Gender Wars in Outer ‘Space’: Heterotopias of Science Fiction in the Forrest Ackerman Collection”

**10:00 AM- 11:45 AM**

**Session #5**

**Regency C**

**“Lasting Legacies: The Power of Art, Photography, and Visual Rhetoric in Historical Renderings of Race and Gender”**

Katrina Jagodinsky, *University of Nebraska-Lincoln*, Moderator and Commentator

*The three papers presented in this session use artwork, photographs, and media depictions to explore issues of race and gender. While keeping in mind the agencies of their subjects, these papers explore the many ways that human beings and human experience have been reduced to one-dimensional representations through visual means. These generalized projections both reflected and disseminated their subjects’ relegation to the margins of society.*

1. Kathryn Vaggalis, *University of Kansas*  
“The Effects of Turn-of-the-Century Media Representation on the Divergent Histories of Greek and Japanese Picture Brides”
2. Bobbi Jo Rahder, *University of Kansas*  
“Foregrounding Indigenous Agency: A Visual Analysis of the Rinehart/Muhr Photographs”

3. Carla Tilghman, *University of Kansas*  
“The Life, Death and Resurrection of Sunbonnet Sue”

**11:45 AM- 2:00 PM**

**Lunch** (See <http://www.uiowa.edu/~maasa/conference.html> for restaurant information.)

**2:00 PM- 3:45 PM**

**Session #6**

**Regency A**

**President's Session on Digital Humanities**

Elizabeth Lorang, *University of Nebraska-Lincoln*, Moderator

*This panel will feature Americanist fellows and researchers in the Center for Digital Research in the Humanities, who are Project Directors and members of the faculty teaching courses in the digital humanities at both the undergraduate and graduate level. The panel is representative of faculty at differing points in their academic career to give the audience a sense of how digital humanities can direct and enhance a research profile. Moreover, the panelists' projects represent disciplinary and interdisciplinary approaches to digital scholarship.*

1. James Coltrain, *University of Nebraska-Lincoln*  
"Reconstructing Early American Spaces with the Scholarly 3D Toolkit"
2. Amanda Gailey, *University of Nebraska-Lincoln*  
"The Tar Baby and the Tomahawk: Race and Ethnic Images in American Children's Literature, 1880-1939"
3. William G. Thomas III, *University of Nebraska-Lincoln*  
"O Say Can You See: Petitions for Freedom in Early Washington D.C."
4. Jeannette Eileen Jones, *University of Nebraska-Lincoln*  
"Locating Lord Greystoke: Race, Empire, and the African Question, 1876-1919"

**2:00 PM- 3:45 PM**

**Session #7**

**Regency B**

**"Beyond Social Justice: Impacting the Structural Inequalities of Education"**

John Raible, *University of Nebraska-Lincoln*, Moderator and Respondent

*Educational institutions in the US are supposed to be locations where the contradictions of equality and difference are resolved. Despite obvious inequalities based on race, class, gender, and sex (and more), educational systems are supposed to grant all students equal opportunity, which is theoretically granted by employing the same standards of curriculum, pedagogy, and testing on all students. But clearly these standards lead to biased outcomes; achievement gaps across racial difference are an obvious example of this. We suggest that the distribution of systems of knowledge—both what is known and how it is known—within educational institutions lead to such outcomes. Our panel asks: how can systems of knowledge be redistributed within educational systems to fit the epistemic needs of both vulnerable and privileged students? Our panelists offer varied experience with this question.*

1. Ilana Master, *Macalester College*
2. David Rao, *Macalester College*
3. Felicia Johnson, *Macalester College*

4. Charlie Birge, *Macalester College*



**2:00 PM- 3:45 PM**

**Session #8**

**Regency C**

**“Social Movements: Intersections, Challenges and Opportunities”**

Patrick D. Jones, *University of Nebraska-Lincoln*, Moderator and Commentator

*This panel addresses issues of identity, identity politics, and the rhetoric of identity as they inform social movements—particularly those calling for inclusion and inequality. Covering a range of topics including the Occupy Movement, the African American Civil Rights Movement and LGBTQ activists, and Olympic and NCAA policies on transgendered athletes, the panelists invite us to consider the ways in which intersectional identities have either included or excluded certain bodies from participating fully in social justice movements.*

1. Cherod Johnson, *University of Wisconsin-Madison*  
“Social Movements as Discursive Texts: Movement, Affinity, and the Struggle over Identity Politics”
2. Jared Leighton, *University of Nebraska-Lincoln*  
“‘You Don’t Free Part of Yourself’: Lesbian, Gay and Bisexual Activists in the African American Civil Rights Movement”
3. Cathryn Lucas-Carr, *University of Iowa*  
“Fairness and Equal Access:” The limits of transgender inclusion in sport”

**4:00 PM– 6:00 PM**

**Nebraska Union Auditorium**

**Keynote Address**

Jennifer L. Pierce, Professor of American Studies, *University of Minnesota*

“Racing for Innocence: Whiteness, Corporate Culture, and the Backlash Against Affirmative Action”

*Jennifer Pierce’s keynote is based (in part) on her book [Racing for Innocence: Whiteness, Gender, and the Backlash Against Affirmative Action](http://www.amazon.com/Racing-Innocence-Whiteness-Backlash-Affirmative/dp/0804778795) (Stanford 2012). Pierce’s book asks: “How is it that recipients of white privilege deny the role they play in reproducing racial inequality? [Racing for Innocence](http://www.amazon.com/Racing-Innocence-Whiteness-Backlash-Affirmative/dp/0804778795) addresses this question by examining the backlash against affirmative action in the late 1980s and early 1990s—just as courts, universities, and other institutions began to end affirmative action programs.” (<http://www.amazon.com/Racing-Innocence-Whiteness-Backlash-Affirmative/dp/0804778795>)*

**Book Signing and Reception at 6:00PM**

**Heritage Room**

**8:00 PM**

**Nebraska Union Auditorium**

**Screening of *Anne Braden: Southern Patriot***

Patrick D. Jones, *University of Nebraska-Lincoln*, Moderator of Q & A

*“Anne Braden: Southern Patriot is the story of the legendary Southern white woman organizer and journalist who for a remarkable 60 years participated in the most significant movements for racial and economic justice in this country’s most conservative region - the South. Praised by Rev. Dr. Martin Luther King, Jr. for her steadfast support of civil rights, Braden was threatened, attacked, victimized during the McCarthy period, indicted and called a “Communist agitator”. Her many activities fighting Jim Crow segregation and being editor of the Civil Rights Movement paper *The Southern Patriot* especially*

*infuriated white supremacists who branded her a "race traitor". Her "A Letter to White Southern Women" was an early and groundbreaking statement on the intersection of race, gender and class." (California Newsreel)*

**SUNDAY, MARCH 2, 2014****Book Display (8:00 AM-12:00 PM)****Heritage Room****8:00 AM– 9:45 AM****Session #9****Regency A****“Memorializing and Laboring”**Thomas Oates, *University of Iowa*, Moderator

*This panel examines two phenomena—labor and memory. In the former case, the panelists discuss the lives of farmers and domestics, noting how ideas about race and gender shaped their experiences. The politics of whiteness and domesticity are integral to their respective analyses. With regard to memory, the panelists examine how certain iconic events in American history are remembered and staged to advance political ideologies and address present-day concerns. In both papers, race and gender are important to understanding the history memory of abolitionism and the Cold War, respectively.*

1. Norton Wheeler, *Missouri Southern State University*  
“Frederick Douglass Censored? A Fourth of July Speech, a Recording, and the State of Our Field”
2. Michael Winslow, *University of Iowa*  
“In the Pine Barrens: Race, Environment, and the Idea of Fertility in the Agrarian South, 1850-1920”
3. Allison Wanger, *University of Iowa*  
“‘These Honored Dead’: Race, Gender, The National Cemetery System, and the Politics of Cold War Memory”
4. Anna Kuroczycka Schultes, *University of Wisconsin-Milwaukee*  
“Performing Domesticity’: The ‘Female-Friendly’ Labor of Domestic Workers”

**8:00 AM– 9:45 AM****Session #10****Regency C****“Community, Sport, and Identity”**Scott Stempson, *University of Nebraska-Lincoln*, Moderator and Commentator

*This panel addresses the social and cultural history of sport primarily in the 20<sup>th</sup> century around issues of race, gender, community-formation and modernity. The panelists provide not only a history of particular sports but also interrogate sport as “spectacle” on the softball field and racetrack, and in cinema. The panelists reveal that sport is not simply leisure, but a mechanism by which athletes assert their racial, ethnic, gender, sexual, and cultural identities, build community, and lay claim to cultural citizenship.*

1. Steve Marston, *University of Kansas*  
“Spectacles of Speed: Modernity, Community and Auto Racing in Kansas, 1908-1941”
2. Ben Chappell, *University of Kansas*  
“What’s “Latin” about Softball?: Sociocultural Uses of Sport in Mexican Mid-America”

3. Kara Fagan, *University of Iowa*  
“Destabilizing Notions of ‘Sport’ and Recovering Female Athleticism in Classic  
Hollywood, 1927-1960”

**10:00 AM- 11:45 AM**

**Session #11**

**Regency A**

**“Politics and the Popular”**

Jeannette Eileen Jones, *University of Nebraska-Lincoln*, Moderator and Commentator

*This panel examines the connections between popular culture and cultural politics as informed by concerns about gender equality and American imperialism. The three panelists offer distinct approaches for understanding how politics and the popular collide, looking at swimming and cinema, U.S. cultural hegemony abroad, and hip hop culture, respectively. What emerges is a complex discussion of how cultural is deployed to advance political ends at home and abroad.*

1. Laura Rigal, *University of Iowa*  
“Mississippi Aquacade: Hydraulic Media and Swimming Stars of the Great Depression”
2. Saoussen N Cheddadi, *University of Kansas*  
“Perceiving the US through popular culture: a Transnational Cultural Approach, the case of Algeria”
3. Elliot H. Powell, *University of Rochester*  
“The Sounds of (Anti) Imperialism: Afro-South Asian Hip Hop in the Aftermath of 9/11”

**10:00 AM- 11:45 AM**

**Session #12**

**Regency C**

**Roundtable: “‘Now We’re Paranoid and Grumbly’: A Roundtable on Women of Color and Critical Citizenship at Small Liberal Arts Colleges”**

Anita Chikkatur and Adriana Estill, *Carleton College*, Session Organizers

Amelia Maria de la Luz Montes, *University of Nebraska-Lincoln*, Moderator

*In the recently published volume Presumed Incompetent, women of color academics from across the country attest to the ways in which our research and teaching is often called into question because of how our bodies and social identities interrupt the expectations of students and fellow faculty (Gutiérrez y Muhs, Niemann, González, & Harris). In this roundtable, we want to highlight another way in which our bodies and identities intersect so that we must labor to be visible and make our labor visible. In other words, we see our citizenship practices as both highly visible (and scrutinized) and yet also overlooked and taken for granted. Often this work places us to labor within and against the institution, doing service that makes the institution nervous about the very tasks it expects from us. While we all acknowledge that we still occupy incredibly privileged positions (tenure-track and/or tenured) given the larger shifts in higher education landscape, we want to highlight the ways in which our identities as women of color complicate this privilege, especially with regard to how our service practices and participation in the college community more generally are understood as citizenship practices.*

1. Anita Chikkatur, *Carleton College*
2. Adriana Estill, *Carleton College*
3. Duchess Harris, *Macalester College*
4. Sun Hee Teresa Lee, *Gustavus Adolphus College*
5. Jane Rhodes, *Macalester College*

