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American Studies 2015 APR Self-Study & Documents

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American Studies

Academic Program Review

Self-Study

2015

American Studies - College of Arts and Sciences

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Criterion 0 . Introductory Section and Background Information

The section should provide a brief introduction to the self-study

0A . An executive Summary that provides a one- to two-page summary/abstract of the information contained within the self-study.

The Department of American Studies at UNM was one of the first Departments of American Studies in the United States, and the first department at UNM to award a doctoral degree. Initially organized to understand the history and culture of the Southwestern United States, the program has developed core concentrations in transnational American Studies, Southwest studies, studies of popular culture, studies of gender and sexuality, environment, science and technology studies, and studies of race, class, ethnicity. We educate hundreds of undergraduate students at UNM in our core general education courses and we train a diverse cohort of graduate students who complete MA and PhD degrees in American Studies.

Because of its proximity to the U.S./Mexico border, the American Studies Department at UNM was founded to engage the Southwest region as a lens through which to understand local, regional, national, and international issues. More than other American Studies programs, the UNM program's approach to the discipline foregrounded region as a category of analysis, and the Southwest/borderlands as particularly generative for study and theorizing. While the region is no longer the primary lens of our mission, the Southwest continues to inform our research and teaching on a wide range of issues, including immigration, borderlands studies, critical Native and indigenous studies, feminist and sexuality studies, transnational American studies, religious studies, and popular culture.

Our diverse student population has been successful in continuing their education, finding employment in law-firms, schools, museums, libraries, and universities, both as tenure-track faculty members and as administrators working in offices of equity and inclusion.

Our faculty are remarkably productive, not only in terms of quantity of publications and monographs, but also in terms of public service and community engagement. We are committed to a vision of academic scholarship that both pushes scholarly boundaries and also engages communities in order to address issues of social justice. That is why our faculty have organized symposia related to undocumented students in higher education, under-represented film and popular culture of the Southwest, and border town violence directed at Native homeless people. Moreover, in addition to shaping our discipline in academic venues, our faculty engage public culture by writing in non-academic venues, including online magazines, local newspapers, and other public venues.

This Academic Performance Review is an opportunity for the Department to chart its course for the future. We have therefore undertaken several discussions about the future of our curriculum, the best ways to train our advanced graduate students, the best ways to grow our undergraduate major, and the best ways to engage our community. We have identified several challenges in our department. Some of these are the result of economic recessions and the constraints that tight budgets place on our labor. However, some of the challenges we have identified are not due wholly to budget constraints, and we are undertaking actions to address these issues, including the matter of graduate student financial support, excessive reliance on graduate student labor, and low numbers of undergraduate majors.

This report demonstrates that the Department of American Studies at UNM has grown its faculty in the last five years to the point where we can now undertake curriculum revisions that would have been impossible with fewer faculty. Among the changes we want to make are the revision of the graduate curriculum to include two additional required seminars in theories, methods, and research in American Studies. This revision responds to graduate student feedback as well as to regular outcomes assessment discussions among the faculty.

The report also will highlight several innovative new directions in graduate training we hope to undertake, including the formation of a "4+1" BA/MA program in American Studies as well as a possible international MA program. These formations respond to emerging interests and expertise within the department, as well as to a desire to make our undergraduate major and MA program more attractive to UNM undergraduate students. These innovations, the report shows, will provide new revenue streams to UNM, but they can only be developed with a small investment in, or revenue sharing with, the department. Moreover, as we have increased faculty ranks and plan to expand our MA program we seek to expand our staff beyond one person, to include a graduate advisor staff position.

This APR will demonstrate several ways that our department is working to place UNM's American Studies Department on a trajectory to represent the future of our discipline. It also demonstrate our commitment to better preparing our students to graduate in a timely manner, and with the best preparation for the future possible.

0B . A brief description of the history of each program within the unit.

American Studies has existed as an interdisciplinary field at UNM, and has offered the PhD in American Studies at the university, since 1949. American Studies gained departmental status and added its own BA and PhD degrees in 1975. Three years later, the department added an MA degree. On a return visit to her alma mater, celebrated Laguna writer Leslie Marmon Silko remarked that when she was a graduate student at UNM in the 1970s, American Studies had the reputation of being the "coolest" department on campus. Cool meant daring, innovative, bold, open to new thinking and resourcefulness.

A strong faculty has shaped American Studies at UNM over the years. Among its early faculty, the department prized the work of Joel Jones, Charles Biebel, Marta Weigle, Sam Girgus, Vera Norwood, Gerald Davis and Jane Young. This faculty kept the department at the center of the university's mission to create informed and prepared undergraduate and graduate students. Professor Jane Young, for example, came to American Studies in 1987, after having been recruited to the University of Texas at Austin. With a PhD from the University of Pennsylvania, an institution with a renowned Anthropology department, Professor Young applied her training to a one-of-a-kind graduate curriculum where students could specialize in folklore and folk life studies. In the twenty years that Professor Young taught in American Studies, she directed 30-plus dissertations and 20-plus MA theses, and she was selected as UNM Regents Lecturer. Another standout member of the early faculty was Professor Vera Norwood, who developed an academic concentration around Environment, Science and Technology in the department and served as department chair. Norwood also served as Senior Associate Dean, and was named Interim Dean of the College of Arts and Sciences in 2005. Her leadership in the College gave the department greater visibility within it. A year before her retirement in 2010, Norwood received the Mary C. Turpie lifetime achievement award from the American Studies Association.

The current American Studies department began to take shape after 2000, mostly under the leadership of Gabriel Meléndez. In 2002 and 2003 Alex Lubin and Rebecca Schreiber joined the department. Four faculty appointments were made in 2004-2005, including the addition of two full-time assistant professors and two tenured part-time professors. These included Jake Kosek and Alyosha Goldstein, a scholar with research and teaching interests in globalization, social movements and comparative colonialisms. Laura E. Gómez came to UNM from the University of California at Los Angeles, where she worked on comparative racialization and the American legal system, and held a joint appointment in Sociology and the Law School. Gerald Vizenor, among the most widely published scholars on Native American literature, joined the department as a .50 FTE senior-rank member of the faculty in Fall 2005. News of these hires circulated in American Studies communities and in interdisciplinary areas like ethnic studies, southwest studies and critical legal studies. The potential for American Studies at UNM to become a nationally recognized academic power was evident. Also in 2005, the department hired Sandy Rodrigue as its department administrator. Sandy's administrative capacities and people skills quickly put faculty, graduate and undergraduate students at ease, and communicated that the department was on sure footing.

In 2006-2007 American Studies carried out two national searches for joint-appointments – one with Women Studies and the other with the Chicana and Chicano Studies Program. Splitting FTE hires into .50 probationary hires was new terrain for the Department, and these arrangements opened up American Studies to new cross-disciplinary, cross-College expansion. The search with Women Studies led to the hire of Amy Brandzel. The search with Chicana and Chicano Studies – then an academic unit in University College – led to the hire of Michael L. Trujillo. Trujillo's appointment increased the department's historical strength in Southwest Studies by making that subfield more fully interdisciplinary through the inclusion of questions of transnationalism, border studies, and globalization, while Brandzel's hire helped the department develop curricular capacity in sexuality studies and queer theory. These two joint appointments edged American Studies to a middle size department. The roster of faculty tallied 9.50 full-time equivalents, an historic high for the department. In addition, the core American Studies faculty drew on the support of fourteen Affiliated Faculty in tenure-track appointments in Arts and Sciences and in Fine Arts.

In 2009 – 2010 the department conducted a national search for a tenure-track faculty member specializing in Native American Studies. This search attracted an impressive field of candidates and ended with the hire of Diné historian Jennifer Denetdale at the rank of Associate Professor. The department participated in three searches in 2010-2011, and succeeded in filling one full time and two half-time faculty positions. David Correia was hired at the rank of Assistant Professor, filling the Environment, Science, and Technology line made available by Professor Norwood's retirement. In addition, the department also shared half of the line of Irene Vásquez, who joined UNM as the Director of Chicana and Chicano Studies as an Associate Professor, and half of the line of Kathleen Holscher, who assumed the endowed Chair in Roman Catholic Studies, housed in the Religious Studies program, as an Assistant Professor. The year following, the department made two more hires from a single national search in the field of Popular Culture. At the end of the search, which included 293 applications for the position, the faculty concluded that two candidates - Shanté Smalls and Antonio Tiongson – merited consideration as concurrent hires.

At the close of the Spring 2011 semester, the American Studies department moved to new office space in the Humanities Building, where it began to share the renovated fourth floor with the Women Studies and Religious Studies programs, as well as the International Studies Institute. While the department continued to add new faculty, it also faced departures. In Fall 2011, Professors Lubin and Gómez embarked on multi-year leaves. Lubin began a three-year leave of absence to travel to the American University of Beirut, where he was named director of the Alwaleed bin Talal Center for American Studies and Research. Gómez headed to the UCLA Law School, where she would eventually return to a permanent position. In addition, Gerald Vizenor retired at the end of the 2012-2013 academic year. In Spring 2014, Professor Smalls announced her departure to take a permanent position at St. John's University in New York City. At the start of AY 2014-2015, American Studies had seven full-time faculty appointments and four joint appointments, for a total number of nine FTE teaching faculty.

Even as American Studies at UNM grew in faculty size and reached for national standing, it recognized that the success of its graduate programs depended upon increased funding for students, including the allocation of new GA and TA lines. This concern over funding was echoed by the American Studies Graduate Student Association (ASGSA). In early 2008, Chair A. Gabriel Meléndez shared the news that the Mellon Foundation Board of Trustees had approved a grant request for \$700,000 to fund a proposal from six UNM departments to provide PhD fellowships for Native Americans, Latinos and others committed to scholarship on the history and culture of the aforementioned groups. The arrival of the five-year Mellon Diversity Dissertation Fellowship Program was a boon to American Studies, a department that had long worked to increase the number of doctorates from groups traditionally underrepresented in the academy. The program also solidified the department's graduate program as one of the most diverse American Studies programs in the nation. In fall 2010, the incoming cohort of twelve graduate students included eight who identified as students of color. American Studies was also

invited to participate in a second major initiative to support doctoral students in the humanities when the Bilinski Educational Foundation established the Russell J. and Dorothy S. Bilinski Fellowship Program in the College of Arts and Sciences. These fellowships provide valuable financial support for top doctoral students with demonstrated financial need. In addition, the Mellon Diversity Dissertation Fellowship's renewal in 2014 signaled continuing possibilities for American Studies' doctoral candidates to fund their research.

From 2003 to 2006, American Studies graduated 25 PhD candidates and 19 MA candidates. From 2007 to 2014, American Studies graduated 34 PhD candidates and 37 MA candidates. In the spring of 2010 the National Research Council (NRC) released long-awaited data on doctoral student rankings. For the first time, American Studies doctoral programs were included in the rankings. Notwithstanding the debate about NRC rankings and academic ranking in general, American Studies received the highest ranking, in one measure, of any PhD program at UNM. In one statistical measure the program ranks fifth in the nation, placing it in the top-25% nationally. In addition to the outcome of the NRC rankings, there were other clear outcomes tied to the department's graduate education mission. Two American Studies PhD students won the prestigious Ford Foundation Pre-doctoral Fellowship (only 40 awards were granted nationally). In addition, American Studies graduate students found placements in a tenure track job at UNM, a post-doctoral fellowship at the University of Illinois Urbana Champaign, and in administrative positions at the University of Florida and Brown University. In an era of declining graduate student applicants, American Studies continues to admit robust cohorts of MA and PhD students each fall.

As the department has grown in faculty size and developed its graduate and undergraduate programs, its members have also participated in a variety of institutional, discipline, and community-based initiatives. Over the last decade, the American Studies colloquium series, and more recently the departmental lecture series, has offered a program of well-received talks by faculty, graduate students, and nationally prominent scholars. In spring 2003, renowned Hopi filmmaker and photographer Victor Masayesva, Jr. was named artist-in-residence in the department. The same year, undergraduate and graduate students organized "Visibility and Voice: Women of Color Mixed Heritage, Ethnicity, Race," drawing over 300 attendees. In 2004-2005, Professor Amanda Cobb, was appointed as the first direct of IfAIR (Institute for American Indian Research). She also took on the role of editor of the journal *American Indian Quarterly*, which was housed in the department. In Spring 2008, the department partnered with the Center for Regional Studies at UNM to support the American Studies Community Partnership Internship Program. In November 2012, Irene Vásquez and Rebecca Schreiber organized a symposium "Everyday Practices of Popular Power: Art, Media and Immigration" along with American Studies graduate students Rafael Martínez and George Luna-Peña. The symposium brought together scholars, educators, community members, "artists" and activists from around the U.S. to discuss recent works by artists and media makers that address issues around immigration. In Spring 2013, faculty members Jennifer Denetdale, David Correia, and Alyosha Goldstein organized an environmental justice conference honoring the Navajo activist John Redhouse.

The department hosted the national American Studies Association Conference in Albuquerque in 2008. Professor Lubin was appointed by ASA to chair the site committee, and took the lead in implementing a series of pre-conference workshops and meetings that modeled our curricula and faculty initiatives to American Studies programs nationally and abroad. Professors Meléndez, Schreiber, and Lubin organized local events for the conference, including a performance by Guillermo Gómez-Peña at the National Hispanic Cultural Center, a film night featuring Native American filmmakers at the Indian Pueblo Cultural Center, and a tour of local sites that attracted a high number of conference participants. Hosting ASA in Albuquerque provided an opportunity to showcase the talent of our faculty and students and bring the strength of our graduate program to the attention of the ASA membership. The department has also developed international initiatives, including hosting Fulbright scholars in 2010 and 2012. With the help of affiliated faculty Peter White, the department began to plan for the formation of an international MA program, which was to serve as a platform for international students to study American Studies at UNM. A pilot summer graduate course was offered by White at the University of Graz in Austria as part of this effort. Discussions between Fulbright scholar-in-residence Judit Kádár and Professor Meléndez initiated the process that would result in the creation of a formal exchange agreement between UNM and Esterházy Károly College in Eger, Hungary in 2013.

Over the last decade, American Studies has benefitted from stable leadership. A. Gabriel Meléndez chaired the Department from 1999 – 2008, at which time Alex Lubin became Chair. Lubin completed a three-year term as Chair before leaving for Beirut. Meléndez then returned to serve a two-year term as Interim Chair before electing to step down. When the department faced a moment of uncertainty in the selection of a new Chair for 2013 - 2014, Professor Norwood, three years into her retirement, generously agreed to return to campus and serve as Interim Chair. Lubin returned to chair the department in the fall of 2014. In recent years, the increased size of the department has also made possible a predictable rotation of the two other positions of departmental leadership: Director of Graduate Studies and Director of Undergraduate Studies.

A comprehensive history of the department is attached as **Appendix C**.

0C . A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.

All decisions made within the Department of American Studies are done by a committee of the whole. However, in order to facilitate governance and decision-making processes, an executive committee, which serves in an advisory capacity to the chair, offers proposals and policies for consideration by the whole. The executive committee is comprised of faculty from each rank in the Department. The director of the graduate program, who is selected by the chair, coordinates aspects of the graduate program including recruitment, advising, professional development, and program activities. The undergraduate director, who is appointed by the chair, coordinates aspects of the undergraduate program including recruitment, advising, and program activities. Several ad hoc committees have been formed over time to address issues related to undergraduate and graduate student recruitment and curriculum development. The American Studies Graduate Student Association (ASGSA) serves in a liaison capacity to the faculty and works with the director of graduate studies to provide support to

graduate students in the program.

The department maintains a list of affiliated faculty who regularly work with and advise American Studies graduate students. There is no formal role for affiliated faculty in the governance of the department.

0D . Information regarding specialized/external program accreditations associated with the unit including a summary of findings from the last review, if applicable. If not applicable, indicate that the unit does not have any specialized/external program accreditations.

N/A

0E . A brief description of the previous Academic Program Review for the unit. The description should note when the last review was conducted. The description should also provide a summary of the findings from the review team's final report, the resulting action plan to address the recommendations, and a summary of actions taken as a result of the previous academic program review.

The last Academic Program Review for American Studies occurred in 2002-2003. The review team consisted of Dr. Erika Doss (Professor of Art History, University of Colorado Boulder), Dr. Jay Mechling (Professor of American Studies, University of California Davis), Dr. George J. Sanchez (Associate Professor of History and American Studies and Ethnicity, University of Southern California), and Dr. Claudia B. Isaac (Associate Professor of Community and Regional Planning, University of New Mexico). After its site visit in March, the site committee found the "American Studies Department to be a national leader in graduate education in American Studies, very likely to be ranked in the top 15 programs nationwide in the upcoming NRC rankings." The review team also praised the Department for its unique contributions to the discipline.

The 2003 APR site review team made several recommendations to the Department and to the University.

1.1: The campus should appoint a faculty member in sexuality studies, with expertise in queer theory.

1.2: Bring Dr. Randy Bass, Director of the Crossroads Project, as a consultant to UNM to assess and advise about the department's (and campus's) use of web-based instruction.

1.3: The Department should explore ways to enhance the professional development of its graduate students for careers outside of the academy; this should include a central presence in the efforts to create a museum studies degree program on campus.

2.1: Support to fix and expand the departmental website.

2.2: Investment in greater physical presence in American Studies nationwide.

3.1: We recommend junior faculty participate regularly in all faculty meetings, including those pertaining to personnel issues (even if they do not vote).

3.2: We suggest the development of a mentoring program involving senior faculty both within the department and from other departments.

3.3: We suggest a streamlining of faculty membership on MA committees from 3 to 2.

3.4: We recommend a faculty hire in gender and sexuality.

3.5: We recommend a faculty hire in Southwest Studies.

4.1: We recommend that the Department faculty should clarify and document the points of entry where Affiliated Faculty are welcomed, and also maintain a periodically updated Associate faculty list.

4.2: We recommend that the Department consider forming an Advisory Board of faculty and community members (perhaps alumni) to give periodic insight into how the Department should engage in cross-campus discourses.

4.3: We recommend that all department faculty (even if senior faculty take the lead) think collectively about the campus discourses they wish to participate in.

4.4: We recommend the formation of interdisciplinary research teams.

4.5: We recommend the department expand links to other interdisciplinary programs at UNM

4.6: We recommend the department foster Alumni and Community links.

4.7: We recommend the University provide support for visiting scholars.

5.1: The American Studies faculty should agree upon a list of 'keywords' – such as 'postcolonial,' 'traditional,' 'audience-response criticism' – that seem to them the core canon of American Studies approaches. Then, any number of books from courses can be used to approach mastery understanding of the canon keywords.

5.2: Make the proseminar a required year-long sequence, attaching the methods seminar as the second semester course in this sequence.

5.3: Create a master's degree step in the doctoral track, such that the candidate earns an M.A. with sufficient coursework and examination but is not slowed down in his or her progress toward the Ph.D. as the terminal degree.

5.4: Create a stand-alone teaching-training program tailored specially to the needs of graduate students teaching their own classes.

5.5: Create at least one large undergraduate lecture course taught by a faculty member with graduate students leading individual discussion sections. The faculty member should conduct a separate one-hour seminar each week for these teaching assistants, where they get advice from the faculty member and where they get to share ideas about how to lead discussions of the specific course materials.

5.6: Individual faculty members – but perhaps also collectively – should provide explicit training in doing to the sort of large-scale research projects faculty are likely to be undertaking with the support of a graduate assistant.

5.7: The faculty should revisit the practice of mixing undergraduate and graduate students in the same course and if they decide to retain the practice, they should create course design strategies and classroom tactics for dealing better with the mix.

5.8: The Department should move to make more deliberate and visible their efforts to enhance the professional development of the students.

5.9: The Department should make more visible to their graduate students the teaching and research expertise of the Affiliated Faculty and should revisit the regulations and practices surrounding the assembling of graduate committees.

6.1: We recommend that students and faculty meet to discuss ways to articulate links and connections between the Department's fields.

6.2: We recommend that faculty back each other up on graduate advisement.

6.3: We recommend the formation of a communal space (in Ortega hall).

6.4: We recommend that the office of graduate studies procedures, documentation and customer service be improved.

7.1: The department is advised to tap its longstanding pool of alumni to fund named graduate student and faculty fellowships, as well as particular departmental needs.

7.2: Faculty and graduate students are encouraged to explore various social sciences and humanities sponsored research opportunities, and to develop these as further sources of graduate student support, department faculty teaching support, conference symposia support, etc.

7.3: Create a computer pod.

7.4: Development of a communal student lounge.

7.5: We highly recommend the addition of a technical support position.

7.6: We highly recommend the addition of a full-time graduate secretary.

7.7: We highly recommend that the Office of Graduate Studies itself 'speed up' its timetable as regards consideration and offers of graduate student fellowships.

Overall, the external site committee commended the department for its faculty and noted it as an "area of marked distinction" at the University of New Mexico. At the time of the review, the faculty composition was considerably smaller than it is at the time of this current review. Moreover, of the current faculty cohort only Professors Meléndez, Lubin, and Schreiber were present at the 2003 review, and Professors Schreiber and Lubin were in their first year at the University.

The department and the University responded positively to the external site team report, and worked hard to implement as many of the recommendations as possible. There has obviously been considerable faculty turnover in the last decade as well as turnover in the University administration; in many ways that 2003 report seems to document a very different reality than the one we encounter today. And yet, there remains enduring questions about how to best organize an interdisciplinary curriculum and how to best create community among faculty and students.

Following the 2003 APR, the department committed to implementing several of the recommendations of the site review team, including, most importantly adding several faculty to our department. The department and University response to the site visit led to the following outcomes:

- Hiring a faculty member in sexuality studies, with expertise in queer theory. The department hired Dr. Amy Brandzel jointly with the Women Studies Program.
- Redesigning the faculty website.
- Implemented professionalization workshops, led by the director of graduate studies, for graduate students.
- Invested in a greater presence in the discipline nationally by hosting the annual American Studies conference in 2008 and by hosting a regional American Studies conference.
- The NRC ranking of American Studies programs listed our department within the top-five in some measures, and among the most highly ranked at UNM.
- Ensured that junior faculty participate fully in all department deliberations, as most departmental service is conducted by a committee of the whole.
- Hiring a faculty member in Southwest Studies, including Dr. Michael Trujillo (with Chicano/a Studies), Dr. Jennifer Denetdale, Dr. David Correia, Dr. Irene Vásquez (with Chicano/a Studies), and Dr. Kathleen Holscher (with Religious Studies).
- We formalized our list of affiliated faculty.
- We reorganized the ACS Proseminar (AMST 500) around keywords and regularly revise the core reading list to reflect these keywords.
- Reduced or eliminated the use of mixed 500/300 courses, unless justified by curricular imperatives.
- Moved departmental offices to the Humanities Building in order to have more shared space as well as more faculty offices.
- Built a computer pod for graduate students.

There remain several recommendations that the Department chose not to pursue, or were unable to pursue due to lack of funding. The faculty felt that the 2003 site team regarded the department as a program, and disagreed with the recommendations regarding an external advisory board for the department. However, as this current self-study will attest, we continue to engage with challenges and opportunities that existed in the past, and that have emerged in the present.

Criterion 1 . Program Goals

The unit should have stated learning goals for each program and demonstrate how the goals align with the vision and mission of the unit and of the university. (Differentiate by program where appropriate.)

1A . Provide a brief overview of the vision and mission of the unit and how each program fits into the vision and mission of the unit.

The Department of American Studies promotes critically engaged innovative academic research and teaching, and is a vital center for recruitment of diverse undergraduates, graduate students, and faculty.

American Studies is a formal academic discipline that began more than seventy years ago as the United States was undergoing a series of crises over the meaning of the nation. Then, as now, American Studies has posed critical questions to Americans about the meaning of the United States in a global society. UNM's program, one of the first four American Studies programs in the nation, remains a dynamic place of critical inquiry, as well as a leading resource for scholarly explorations of the Southwest and New Mexico in particular.

Foremost, among the American Studies Department's many areas of distinction in research and teaching are:

- Transnationalism, Globalization, and Colonialism
- Critical Regionalism and Southwest Studies
- Critical Race and Class Studies
- Environment, Science and Technology Studies
- Gender, Sexuality and Feminist Studies
- Comparative Cultural and Popular Culture Studies.

Students have the opportunity to develop an interdisciplinary approach to their specific areas of interest, and receive training in a broad range of historical, literary, visual, and ethnographic theory and methods.

In fulfilling its vision and mission, the American Studies Department advances among its students: critical understandings of the culture, society and politics of the United States; knowledge of the place of the United States in the world, and the Southwest in the United States, and comprehension of the history of struggles for social and environmental justice in the United States.

1B . Describe the relationship of the unit's vision and mission to UNM's vision and mission.

The American Studies Department's vision and mission is consistent with and serves UNM's mission and vision statement in several ways. UNM's mission is "to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in **teaching, research, patient care**, and **community service**." Through its research, teaching and service commitments, American Studies underscores several of the key principles that undergird UNM's vision for the future. Specifically, American Studies emphasizes a vital academic culture, research for a better world, excellence through relevance, strength through diversity, and student success through collaboration and international engagement.

1C . List the overall learning goals for each undergraduate and/or graduate program within the unit.

Student Learning Outcomes (SLOs) for the Undergraduate Degree Program:

1. Students will write well-organized and argued papers.
2. Students can apply fundamental theories in the study of U.S. culture.
3. Students can conduct research using accepted research methods.
4. Students can demonstrate a competency in at least one department concentration by summarizing the major themes and historical events of the concentration.

American Studies BA program:

Faculty in American Studies revised its Assessment of Student Learning Plan in January of 2013 in order to revise student-learning goals. We identified three key learning goals of the BA program.

1. Critical understanding of the culture, society and politics of the United States.
2. Knowledge of the place of the United States in the world, and the Southwest in the United States.
3. Comprehension of the history of struggles for social and environmental justice in the United States.

Student Learning Outcomes (SLOs) for the Graduate Degree Program:

1. Students will develop a working knowledge of the history and methods of American Studies.
2. Students will demonstrate expertise in two (MA) or three (PhD) teaching/research fields of American Studies.
3. Students will learn professionalization in American Studies (PhD).
4. Students will make an original contribution to the field of American studies.

1D . Explain the manner in which learning goals are communicated to students and provide specific examples.

A BA in American Studies requires that students complete 36 credits. That coursework includes three required courses: AMST 285 American Life and Thought; AMST 385 Theory and Methods in American Studies; and AMST 485 Senior Seminar in US Culture. The three broad learning goals for the American Studies BA program correspond to the focus of these three courses and to the way in which department specializations are conceived.

When students select American Studies as a major they are advised to focus their coursework in at least two areas of departmental specialization. The purpose of this is to provide undergraduate students with a deeper knowledge in multiple areas of U.S. culture and society, which the faculty identifies as the most important student-learning goal.

In AMST 285 students are broadly introduced to key currents in American Studies research and scholarship in the culture and society of the United States. It is in this course that students are introduced to the diverse discipline of American Studies. While this course serves as a survey of American Studies work, the AMST 285 syllabus explains to students that the course “offers a foundational understanding of American politics and culture, and as one that specifically focuses on the politics and experiences of work life in the United States.” In this way, the course reinforces the importance of comprehension of the history of struggles for social and environmental justice in the United States

Several members of the faculty at UNM conduct research and offer courses that focus in part on the U.S. Southwest and the place of the United States in the world. In this way, the organization of coursework toward the BA serves to reinforce the importance of understanding the place of the U.S. in the World and the Southwest in the U.S.

Moreover, the syllabi for each course offered in the department lists clearly-stated course objectives that are consistent with the program Student Learning Outcomes and the program learning goals.

Within the graduate program learning goals are the central focus of AMST 500, the American Culture Studies proseminar. In this course students are introduced to the department’s vision of American Studies through attention to the specialized areas in which faculty conduct research. Moreover, the reading list for this course is organized to expose students to current scholarship in the larger field of American Studies.

Additionally, students are exposed to the learning goals within each class through the syllabus, where we list the learning goals of the department and the course.

1E . Describe the unit’s primary constituents and stakeholders.

The American Studies Department is home to 7 full-time faculty and 4-jointly appointed faculty (with Chicana@ Studies, Women Studies, and Religious Studies). This translates to an FTE of 9 faculty members. We currently have 55 graduate students (37 PhD, 18 MA), 33 undergraduate majors, 21 minors and one staff person.

1F . Provide examples of how satisfaction of the program goals serves constituents.

Students who complete the undergraduate or graduate degree programs are positioned to contribute to society as individuals who are versed in critical thinking and situated to utilize their knowledge of social and environmental justice to affect positive changes in their surroundings. In Spring 2013 we conducted a survey of our undergraduate and graduate alumni in order to assess how our graduate

students regard their degree in American Studies from UNM.

Alumni are working in a wide range of fields, including university administrative and staff positions, academic faculty positions, museums and libraries, and law firms. An overwhelming majority of respondents to our survey indicated an appreciation of our department's interdisciplinary approach, which they say gave them a broad understanding of American culture and society and enabled them to become critical thinkers. Others noted that our senior thesis program encouraged them to learn good writing skills that have served them well in their education and in the careers. One undergraduate wrote, "My courses in American Studies introduced me to important issues and gave me tools for engaging in critical analysis."

Several of our graduate students reported that their experience in the program led them to academic employment, both as faculty and as administrators in offices of equity and diversity or in student services. Moreover, the graduate program prepared our graduate students to write dissertations that became published monographs.

1G . Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the unit. These could include activities such as colloquia, conferences, speaker series, performances, community service projects, etc. Provide an assessment of these activities in relation to the unit's educational objectives.

Members of the American Studies faculty engage broadly beyond the university. Community outreach and service in Albuquerque and beyond is an important means by which the department achieves its educational objectives. The following is a representative, though not exhaustive, summary of recent, faculty-initiated community work.

David Correia is a founding member of ABQ Justice, a social justice group that focuses on the problem of police violence in Albuquerque. He is also co-editor of *La Jicarita*, a non-profit, community-based electronic news magazine, and a frequent contributor on current political issues to *The Weekly Alibi*, an Albuquerque alternative newspaper. He is often invited by churches and community organizations to lecture on social justice issues, and has appeared as a guest on various radio programs (on KUNM 89.9 and KSFR 101.1) on community affairs and local politics. In June, 2014 he co-organized the March to End Police Violence in Albuquerque, which included more than 500 marchers.

Amy Brandzel similarly works with local organizations, such as UnOccupy Albuquerque, on Unmasking Privilege trainings as well as discussions on how to implement intersectional frameworks in social justice organizing. She also engages with local and statewide organizations on health disparities, gender discrimination, and the problem with statistics in breast cancer organizing.

Jennifer Denetdale is a commissioner on the Navajo Human Rights Commission. As a commissioner, she directs a gender violence study and has been involved in task forces to protect Navajo sacred sites and to address border town violence against Navajo citizens. She presented at the Navajo & Minority Women's Leadership Forum this year, and presented at the 2nd Navajo LGBTQ conference in Shiprock, NM. Between 2011 and 2014, she was also a consultant for the American Indian Treaties project at the National Museum of the American Indian, Washington, D.C. In addition, she served as a consultant for the New Mexico State Museums and Monuments, and has presented at Navajo Nation high schools on Native Studies and Navajo history and cultures. Denetdale has received the Sarah Brown Belle Award for Community Service from the University of New Mexico and the UNM Faculty of Color Award.

Kathleen Holscher has given many public lectures and made other public appearances in Albuquerque and Santa Fe. In Spring 2014 she offered remarks on Pope Francis I at the invitation of the Albuquerque International Club and on two other occasions at the invitation of the Dominican Ecclesial Institute. She also gave a public lecture on "The Vatican II Vision: 50 Years of Experience in the United States and New Mexico," at the invitation of Archbishop Michael Sheehan of Santa Fe. She has given several interviews on "The Archbishop's Radio Hour," and also appeared on "New Mexico in Focus," a television program on New Mexico PBS. In fall 2014 she will teach a weekend course on Religion in New Mexico for Albuquerque OASIS, a non-profit organization that provides educational opportunities for senior citizens.

Alex Lubin has delivered public lectures in Albuquerque and Santa Fe and has given radio and television interviews (most recently in 2013 on Al Etijah Iraqi TV, a current affairs television program in Beirut). He has published on the U.S. Security State in non-academic venues, including *Jadaliyya* and *Socialist Worker*. As an extension of his scholarship, Lubin has embarked on initiatives to internationalize notions of "community engagement" within the discipline of American Studies. An example of this is the Israel/Palestine Field School, which he designed and co-teaches at UNM, and which includes a summer component in Palestine. Lubin has co-authored an article with American Studies graduate students on this project in *Social Text*.

In 2013 A. Gabriel Meléndez co-organized an international conference, *Exhibiting Latino Popular Religious Traditions: New Mexico in a Transnational Context*, which was open to the public and held at both UNM IFDM in Albuquerque and the Museum of Spanish Colonial Art in Santa Fe. In addition, over the last decade Meléndez has organized and co-organized a dozen art/photography exhibitions and artist presentations, the most recent in 2011: *Reflexiones del Corazón*, Latino Artists at Tamarind Exhibit in connection with Latina/o Literary Imagination, at the Tamarind Institute in Albuquerque. In recent years Meléndez has also given three radio interviews about his work (on KUNM 89.9 FM), and done numerous book signings at bookstores in Albuquerque and Santa Fe. Finally, in 2009 Meléndez conducted six interview sessions with celebrated historian of New Mexico Thomas J. Steele (now deceased). The interviews, recorded on five CDs, are now in the Archives and Special Collections, Regis University Library, Denver, CO.

In 2005-06, Rebecca Schreiber served as a grant writer for "Promoting Service Learning in American Studies: a Collaborative Student Internship Project with the New Mexico Office of the State Historian," through the American Studies Association (ASA) Community Partnership Grant. She also served as a site committee member when the ASA held its annual conference in Albuquerque. In 2010-11 she was a member of the working group that organized "The Latino/a Literary Imagination Conference," a collaboration between UNM and Rutgers, which was held from April 14-16, 2011 at UNM. In 2014 Schreiber presented at the Digital Latin America Symposium, hosted by 516 Arts in Albuquerque, and she previously served as an evaluator for a New Mexico Humanities Council Grant for 516 Arts.

In November 2012, Irene Vásquez and Rebecca Schreiber organized a symposium "Everyday Practices of Popular Power: Art, Media and Immigration." American Studies graduate students Rafael Martínez and George Luna-Peña were part of the organizing committee for the symposium, which brought together scholars, educators, community members, "artists" and activists from across the U.S. to discuss recent works by artists and media makers that address immigration issues. In April 2014, Irene Vásquez and Rebecca Schreiber co-organized an on-campus visit with filmmaker Alex Rivera. In addition to speaking in classes, Rivera presented a talk entitled "*Engineering the Border: Imagining America*." Irene Vásquez is past vice president and current president of the Council of Trustees for *Semillas Sociedad Civil*, and a past board member of the Latino Museum in Los Angeles.

Faculty in the Department have also organized community teach-ins related to police violence, the second Gulf War in Iraq, poverty in the U.S., and the Occupy Movement. As these examples demonstrate, the American Studies faculty engages many communities: local, regional, national and international. In their community work, members of the department demonstrate a strong commitment to educating beyond the traditional setting of the college classroom, and to engaging people without access to formal higher education. The faculty also regularly demonstrates its commitment to extending critical forms of analyses, cultivated within the discipline of American Studies, to confront patterns of public life, locally, regionally, transnationally and internationally, and in particular to address the hardships, political and otherwise, faced by marginalized and underserved populations. Through their service in this regard, faculty members demonstrate keen awareness both of the particularities of the local, in Albuquerque and the Southwest/borderlands, and the dynamics of the global. Reflecting the department's interdisciplinary orientation, members bring different areas of expertise to their community work, and perform that service in a wide variety of forms.

Criterion 2 . Teaching and Learning: Curriculum

The unit should demonstrate the relevance and impact of the curriculum associated with each program. (Differentiate by program where appropriate.)

2A . Provide a detailed description of curricula for each program within the unit. Include a description of the general education component, required and program-specific components for both the undergraduate and graduate programs. Provide a brief justification for any programs within the unit that require over 120 credit hours for completion.

American Studies BA Program

Students who major in American Studies assume considerable responsibility for creating their own course of study. Our majors are encouraged to work in a wide variety of subjects and disciplines and to develop individual and innovative courses of study. The major requires a minimum of 36 semester hours, which includes a three-credit hour introductory course and three other seminars that introduce students to main currents in the field of American Studies and prepare them to conduct original research. Part of the unique flexibility of the major is found in the transdisciplinary nature of the degree in which students are encouraged to apply courses to the American Studies major from other departments (including courses that they count toward other majors, minors or core UNM requirements).

Course of Study (36 Total Credits)

1. One American Studies 180 level course (3 credits) selected from the following courses (*multiple sections of all 180 classes—both in class and online—are offered every semester*).

AMST 182: Introduction to Environment, Science and Technology

An introduction to the socially and politically constructed values directing Americans' attitudes toward nature, science and technology and to the impacts of those attitudes on built and natural environments regionally, nationally and globally.

AMST 183: Introduction to Gender Studies

This course focuses on the interdisciplinary study of the construction of gender as a category. Readings will span cross-cultural and historical materials, including literary, artistic and popular representations of masculinity and femininity in America.

AMST 184: Introduction to American Popular Culture

Survey of basic concepts of popular culture and methods for its study. Source materials are drawn from diverse areas – television, film, comics, music and sports.

AMST 185: Introduction to Race, Class and Ethnicity

An interdisciplinary introduction to the issues of race, class and ethnicity in American life and society.

AMST 186: Introduction to Southwest Studies

Provides both an introduction to the complex history and culture of the Southwestern United States and a demonstration of the possibilities of the interdisciplinary study of regional American culture. It is multicultural in its content as it is multidisciplinary in its methodology.

1. American Studies 285: American Life and Thought (*one section offered every semester*)

Examination of the development of American cultural values and attitudes from the 17th to the early 20th centuries. Demonstrates the use of interdisciplinary modes of inquiry.

1. Interdisciplinary Requirement: Interdepartmental Studies of American Culture: 15 credits

At least 6 credits must be 300 level or above; no more than 6 credits in any one area listed below in the following areas: (1) American Studies; (2) History; (3) Literature or Philosophy; (4) Political, Economic, or Geographic Studies; (5) Social, Scientific, or Cultural Systems; and (6) Arts and Communication

1. American Studies 385: Theory and Methods in American Studies (*one section offered each Fall semester*)

Introduces students to interdisciplinary approaches in the study of American culture, focusing on "Race, Ethnicity, Gender and National Identity," "Media, Popular Culture, and Cultural Studies," "Critical Regionalism," and "Environment, Science and Technology."

1. Senior Program (*Three 300-level or higher courses*)

In consultation with the Director of Undergraduate Studies, students choose courses from the American Studies Department that relate to their particular academic interests. The 9 credits must be 300 level and above

1. American Studies 485: Senior Seminar in the Culture of the United States (One section offered each Spring semester)

This is the capstone course for the American Studies major, which involves the writing of a 20 page original senior thesis. During the course of the semester students develop and strengthen their skills in research, analysis, and writing. At the end of the semester they also give a presentation on their work as part of an American Studies thesis symposium.

The department also offers a minor and a major and minor with a concentration in Southwest studies. The major in Southwest Studies has the same requirements as the BA in American Studies, with the exception that Introduction to Southwest Studies is a requirement, and in place of AMST 485, students enroll in AMST 486, the senior capstone in Southwest Studies.

Master of Arts Program Requirements

Plan I (Thesis)

- A minimum of 27 hours of coursework.
- A minimum of 6 additional hours of thesis (AMST 599) credit.
- At least 18 hours completed in residence at UNM.
- No more than 3 hours of independent study credit (AMST 597).

Plan II (Non-thesis)

- A minimum of 33 hours of coursework.
- No more than 3 hours of independent study credit.
- At least 26 of these credit hours must be completed in residence at UNM.

MA Exam

Master's students have the option of taking the MA exam or writing an MA Thesis. If the exam route is chosen, the process of preparing for and writing the MA exam should allow students to synthesize material drawn from MA coursework and to create areas of special concentration and knowledge. Students who plan to pursue a PhD may define their comprehensive concentrations in anticipation of their future course of study.

Examination Committee

After preliminary advancement to candidacy (following 27 hours and completion of the ACS exam) and at least four months before the anticipated date of the comps, master's students should meet with their faculty advisor to determine membership of the Examination Committee. The committee will consist of at least three members with approval for graduate instruction, two of which must hold regular, full-time UNM faculty appointments. In addition, at least two committee members (one of whom is the Committee Chair) must be from American Studies.

Exam Schedule

MA students may schedule comprehensive exams for the semester in which they will finish coursework.

At least four (4) months before the anticipated date of the comprehensive exam, an MA student should meet with his or her faculty advisor to discuss potential areas of concentration and to plan how the student will work with his or her exam committee to prepare for the exam. Working with his/her exam committee, the student will develop a comprehensive exam statement (3-5 pages) in which he/she will define the parameters of and a rationale for the exam fields. Once the committee has agreed to the fields defined in the comprehensive exam statement, the student will work with the committee to develop a bibliography centered on his/her exam fields. We strongly urge students to work closely with the individual faculty member whose work is most closely related to each student's defined areas of concentration to develop an appropriate bibliography that encompasses the significant literature on that field or topic.

Three (3) months before the anticipated date of the comps, students should have secured preliminary approval for each of the bibliographic sections from the faculty member with whom s/he has been working to develop it.

Students will submit to each exam committee member a "Comprehensive Examination Bibliography" with the following format:

1. The comprehensive exam statement.
2. A comprehensive set of fully cited bibliographic entries divided by area/field and arranged alphabetically within each section.

Exam committee members will have two weeks to suggest changes to the bibliography. In consultation with the committee chair, the student will incorporate these changes and produce a final version of the bibliography. All members of the committee must sign this version at least six (6) weeks prior to the examination.

As preparation for the exam, we urge students to meet regularly with committee members to discuss the readings included on the bibliography.

At least three weeks prior to the exam, students should inform the department administrator of their intention to take the exam, the scheduled date and time, and their exam committee membership. OGS must receive the "Announcement of Examination" form listing the exam committee members and signed by the department chair at least two weeks prior to the exam. No examination can be given unless this form has been properly completed and filed. The form can be retrieved at <http://ogs.unm.edu/resources/ogs-forms/documents/announcementreport.pdf>.

Between two and three weeks before the scheduled start of the exam, the exam committee, led by the student's advisor, will develop the exam question and submit it to the department administrator. Both the graduate director and the department chair sign the final copy of the comps question. Within 24 hours after receiving the question, the student may contact the exam committee chair for clarification of this question.

MA comps must be completed and submitted to the department office in seven (7) days. They should be typed and double-spaced, with one-inch margins and standard font. The Departmental style sheet is the Chicago Manual of Style, which can be referenced in the Department office. The exam response should be 30-35 pages in length. The student is responsible for distributing copies of the exam response and question to each exam committee member and for providing a copy for the department file.

The MA Thesis

MA students may choose to complete an MA thesis instead of writing a comprehensive exam. The thesis should be modeled on a scholarly journal article, and should be approximately 50 pages in length and based on original research.

The MA thesis is a semester-long project, equivalent to the work done for the MA comprehensive exam or to six hours of coursework.

Thesis Credit Hours

Students opting for the MA with thesis must complete a minimum of six (6) hours of thesis (599) credit. While working on the thesis, students must continue to register for a minimum of one hour of 599 each fall and spring semester until they submit the thesis and the dean of OGS approves it. Thesis candidates must be enrolled the semester in which they complete degree requirements, including summer sessions. Enrollment in 599 thesis hours may not begin prior to the semester in which the thesis is being written.

MA Thesis Committee

Plan I (thesis) master's students must formally constitute a Thesis Committee before enrolling for thesis (599) credit. Students initiate the formation of their committee by selecting a faculty member to serve as director of the thesis and chair of the committee. Then they agree upon the remainder of the committee and complete a departmental "Appointment of Thesis Committee" form, which must be endorsed by the department chair. (At this time, OGS has no form for constituting a thesis committee.) MA thesis committees must include at least three faculty members with approval for graduate instruction, two of whom must hold regular, full-time UNM faculty appointments; the chair of the committee must be from within the American Studies Department. If a committee member is not UNM faculty, her/his vita will need to be secured for approval for graduate committee service by OGS.

Doctor of Philosophy (PhD) Requirements

Core Requirements

- A minimum of 30 hours post-MA coursework
- At least 18 additional hours of dissertation credit (AMST 699)
- Only 6 hours of PhD coursework may be in individual study (AMST 697), for a maximum total of 9 hours individual study in combined MA and PhD coursework.
- At least 24 of the total 48 PhD credit hours must be completed at UNM.
- Doctoral candidates must be enrolled the semester in which they complete their degrees, including summer sessions.

American Culture Studies (ACS) Component

Before advancement to candidacy, all graduate students must successfully complete the American Culture Studies (ACS) component. There are two requirements:

1. A passing grade of B or higher in the fall pro-seminar AMST 500, American Culture Studies. The ACS pro-seminar must be taken during the first fall semester of each student's graduate career.

The ACS pro-seminar introduces students to the American Studies Association, American Studies nationally, and American Studies at UNM since the 1940s. It is conducted as a "workshop" designed to introduce students to the ACS reading list through discussion and critical/analytical writing assignments. One or two faculty members lead the pro-seminar; each of the other American Studies faculty members participates in at least one session, discussing reading list books appropriate to their interests.

Students who receive less than a B in the ACS pro-seminar must retake the class the following fall. The class may be repeated only once and only during the fall semester subsequent to initial enrollment in the course. The repeated ACS seminar does apply toward the nine-hour full-time status requirement, but the course will be listed only once for credit toward the American Studies degree. Grades from both enrollments in the ACS seminar will be calculated in the student's overall GPA.

2. A pass on the ACS examination (based on the ACS reading list). All books on the ACS reading list are required for both MA and PhD students. These books "serve as case studies or models of one or more exemplary approaches to material that falls within the realm of American studies...[and] are not intended to comprise an overview of American history, society and culture but a range of approaches to its study... chosen for their range, variety, heuristic value, pertinence of problems addressed, interdisciplinarity and potential for provoking constructive and fruitful dialogue."

All students who have passed the ACS pro-seminar with a grade of B or higher must take the ACS exam the week before the start of classes the following fall semester. The exam will be given as a four-day take-home between 12:00 p.m. on Monday and 12:00 p.m. on Friday. Results (pass or retake) will be returned three Fridays later at noon.

Students who receive a "retake" on the exam may retake it once. The make-up exam will be given as a four-day take-home between 12:00 p.m. Monday and 12:00 p.m. Friday in the week before the start of classes in the spring semester. Results (pass or fail) will be available three Fridays later at noon. Students who must retake the ACS seminar for insufficient grade points (below a B) have the option of taking the ACS exam in the spring semester directly following their successful (a grade of B or higher) completion of the pro-seminar or in the subsequent fall semester.

Students who fail to pass either the ACS pro-seminar or the ACS examination after two attempts have not made sufficient progress toward the degree and will be subject to automatic disenrollment.

ACS Exam

The ACS exam consists of three questions, from which students must choose one. It is a take-home exam scheduled for the week before fall semester classes begin. Questions are usually written and graded by the faculty members who taught the pro-seminar for the cohort of graduate students taking the exam. The examination questions cover important themes and critical theoretical and/or methodological dimensions in a good number of books from the ACS reading list. Students will be instructed on exam submission procedures when the exam is handed out. The Departmental style sheet is the Chicago Manual of Style, which can be referenced in the Department office.

Dissertation Committee

The Dissertation Committee is constituted in the same way as the Thesis Committee. Doctoral students formally constitute a Dissertation Committee after successfully passing the comprehensive exam. Students initiate the formation of their committee by selecting a faculty member to serve as director of the dissertation and chair of the committee. Then they agree upon the remainder of the committee and complete an "Appointment of Dissertation Committee" form (available from the OGS website). This form requires the signature of the candidate, the committee chair, the department chair, and the dean of OGS.

The dissertation committee must include at least four (4) members approved for graduate instruction.

The committee chair must be a core (tenured or tenure-track) member of the American Studies department. A co-chair may be added, and may be from inside or outside UNM.

At least two members (including the chair) must be regular, full-time faculty members in American Studies.

One of the members must be "external," meaning he or she must hold a regular (tenured or tenure-track) position outside the American Studies department. This member may be from another UNM department or from another university. If a committee member is not UNM faculty, her/his vita will need to be secured for approval for graduate committee service by OGS. Scholars who do not hold faculty positions in colleges or universities are not usually accepted by OGS to satisfy this requirement.

One of the members may be a non-faculty expert in the student's research area. This person need not hold a faculty position, but must be approved for committee service by OGS.

Up to three of the members may be drawn from the American Studies department. Additional members beyond the required 4 may be appointed in consultation with the committee chair.

Dissertation Credit Hours

The program for the doctorate includes a minimum of 18 hours of dissertation (699) credit. While working on the dissertation, students must continue to register for at least three hours of 699 each fall and spring semester until the dean of OGS approves the dissertation. Doctoral candidates must be enrolled the semester in which they complete degree requirements, including summer sessions. Enrollment in 699 may not begin prior to the semester in which comprehensive exams are taken.

Dissertation Prospectus and Format

After passing comps and constituting a dissertation committee, students begin work on the prospectus, a 10-page exposition of topic, methodology, review of sources, and research plan with a 3-5 page bibliography. Only proposals of this length will be accepted. An outline for the dissertation proposal is available in the department office. Within six (6) months of completing their PhD comprehensive exam, and after approval by their dissertation chair and committee (using the "Committee Evaluation Form" cover sheet available in the department office), students submit the dissertation prospectus to each member of the dissertation committee. The student should schedule a prospectus defense with the entire committee at least two weeks after each member has been given the prospectus. During the prospectus defense, the student will be expected to give the rationale for the project and talk in detail about the feasibility of completing the project as

planned. Each member of the dissertation committee must approve the prospectus before the student may proceed to the ABD phase of their graduate career. Because of the importance of the prospectus in shaping the dissertation, students should expect to revise the prospectus multiple times before gaining the approval of the entire committee. The prospectus will have to be revised until the dissertation committee gives its unanimous approval. A copy of the approved prospectus should be filed in the student's departmental file. Prospectus defenses shall be open to other faculty in the department, although only the student's committee has a vote on whether to approve the prospectus. Similarly, major topic changes and/or changes to the chair of a dissertation committee will require that the student reconvene the dissertation committee to approve the changes and the direction of the dissertation.

Dissertation Style

The Departmental style sheet is the Chicago Manual of Style, which can be referenced in the Department office. OGS manuscript guidelines and required front matter forms can be obtained from the OGS website.

Dissertation Final Defense and Submission

A final oral examination dealing with the dissertation and its relationship to American Studies is required. Three weeks prior to the defense, students should inform the department administrator of their intention to defend, the scheduled date, time, and location, and the committee composition. As with the comprehensive exams, OGS must receive the "Announcement of Examination" form listing the exam committee members and signed by the department chair at least two weeks prior to the exam. No defense can be held unless this form is properly completed and filed. The form can be retrieved at <http://ogs.unm.edu/resources/ogs-forms/documents/announcementreport.pdf>.

2B . Describe the contributions of the unit to other internal units within UNM, such as offering general education core courses for undergraduate students, common courses for selected graduate programs, courses that fulfill pre-requisites of other programs, cross-listed courses.

As part of their baccalaureate program, University of New Mexico undergraduate students must complete a core curriculum that consists of several groups of courses designed to enhance each student's academic capabilities. The core is organized into seven areas of study: writing and communication, social and behavioral sciences, mathematical reasoning, scientific methods in the physical and natural sciences, the humanities, the fine arts, and languages. The American Studies BA program is the only program at UNM that contributes courses to more than one area of study. Two courses, Race, Class and Ethnicity & Introduction to Southwest studies satisfy core requirements for the humanities. Introduction to Environment, Science and Technology satisfy a core requirement in social and behavioral science. These three courses are among the largest introductory courses the department offers.

Relatively few of our graduate courses are routinely shared with other graduate programs. At the same time, relatively few of our graduate courses fulfill the pre-requisites of other programs. The exception are classes that are offered in and cross-listed with Women Studies and fulfill requirements for the Graduate Certificate in Women Studies.

As a result of our interdisciplinary approach several related academic formations have emerged in alliance with our department. Because Women Studies, Chican@ Studies, and Africana Studies do not currently have graduate programs, our Department has been one of the places where students interested in those fields can continue graduate studies. In addition, we contribute to these programs by staffing many courses with our graduate students' teaching assistance. Our students regularly teach composition in English and also provide leadership roles in CAPS, the Center for Academic Program Support. Some elements of our relationship with allied programs is institutionalized in our joint-hires with Chican@ Studies, Women Studies, and Religious Studies.

2C . Describe the modes of delivery used for teaching courses.

The department delivers courses in a variety of modes, including lecture, discussion, and seminar, with some of these including web-enhanced elements. We offer multiple sections of many of our courses, including core classes, each semester online. These include the core courses Introduction to Environment, Science and Technology, Introduction to Race, Class and Ethnicity and Introduction to Southwest Studies. In addition we offer online sections each semester for our remaining 180-level courses, Introduction to American Popular Culture & Introduction to Gender Studies. In the past, we have offered a small selection of 300-level courses online.

The department also offers occasional late-starting, intensive courses at both UNM-Main and UNM-West. The department offers courses through the University's Evening and Weekend Degree Program. Finally, the department contributes many courses to the University's Research, Service, Learning Program, while also developing our own stand-alone curriculum in this area.

Criterion 3 . Teaching and Learning: Continuous Improvement

The unit should demonstrate that it assesses student learning and uses the assessment to make program improvements. (Differentiate by program where appropriate.)

3A . Describe the assessment process and evaluation of learning goals for each program. Provide information on how the unit assesses the effectiveness of its curricula and teaching effectiveness in meeting the educational objectives described in Criterion 1. Summarize and discuss direct and indirect evidence of students' learning gathered by the program. For accredited programs, the unit should utilize outcomes measures that are responsive to the accreditation expectations.

American Studies BA Program

As described above, the broad American Studies BA Learning Goals for American Studies are as follows:

1. Critical understanding of the culture, society and politics of the United States.
2. Knowledge of the place of the United States in the world, and the Southwest in the United States.
3. Comprehension of the history of struggles for social and environmental justice in the United States

The faculty measure the success of these goals via a series of Student Learning Outcomes (SLOs). This methodology is consistent with accreditation expectations of UNM and serves as part of the formal assessment process for all BA programs at UNM. The SLOs are as follows:

A.1 Students will write well-organized and argued papers.

B.1 Students can apply fundamental theories in the study of U.S. culture.

C.1 Students can conduct research using accepted research methods.

D. 1 Students can demonstrate a competency in at least one department concentration by summarizing the major themes and historical events of the concentration.

The entire faculty considers the results of outcomes assessment undergraduate program, annually in compliance with UNM mandates. The most recent report was prepared during the fall semester of 2014 based on assessment of the BA program during the spring 2014 semester (all of the SLO's were assessed). In addition to program assessment, each course instructor informs students about assessment expectations at the beginning of each semester. The Director of Undergraduate Studies prepares the assessment report for the College in addition to an annual report for the faculty.

The annual assessment come with recommendations for curricular and pedagogic change. Those recommendations are generated during the fall faculty meeting in which all faculty review the three-year assessment report. In addition the DUS chairs an outcomes assessment committee that meets each semester to evaluate the assessment mechanism.

The assessment of program effectiveness is a comprehensive evaluation of the written and oral work conducted by students in the BA program. That evaluation occurs as follows: The DUS and instructor of AMST 485 conduct an assessment during the fall or spring semester (SLO C1 and SLO D1). The DUS collects a report from the instructor for both AMST 285 and 485 (covering all SLO's). At the end of the spring semester, the undergraduate director summarizes the assessment and describes how well students achieved desired outcomes. This data is used as the basis for assessing whether students are obtaining the knowledge and skills identified by the department. This assessment includes an exit survey of American Studies seniors. During the first faculty meeting of the Fall in which the report is due, the undergraduate director presents the report to the faculty who then consider how best to address areas of weakness. If changes are to be made to instruction or mentoring, the undergraduate director coordinates with appropriate faculty.

Evaluation of learning goals and outcomes happens as follows: AMST faculty, including the DUS, assess SLO C.1. & D.1 by evaluating written work in AMST 485 (4 senior theses randomly selected) to determine if students can conduct research using accepted research methods and demonstrate a competency in at least one department concentration. The DUS also administers a senior major's exit survey of AMST 485 students in which all are asked a series of questions related to the SLOs. The students' narrative responses respond to the following questions:

- a. During my program of study...

- I learned how to write well organized and argued papers
- I learned how to apply fundamental theories in the study of U.S. culture
- I learned how to conduct research using accepted research methods.
- I learned how to summarize the major themes and historical events of my chosen American studies concentration.

The written work assessed in American Studies 285 and in the senior seminar is a direct measure. The senior major's survey is an indirect assessment of student abilities. Levels of competency will be organized around three standards: Exceeded competency; meet expectations; did not meet expectations. More than 75% of students will be able to meet expectations or better.

MA and PhD Program Learning Outcomes

The following SLOs are assessed for graduate students in the MA & PhD programs:

For MA and PhD Students we assess the following:

A.1 Students will demonstrate expertise in three teaching/research fields of

American Studies

B.1 Students will learn professionalization in American Studies

In addition to A1 and B1 PhD students are assessed as follows:

C.1 Students will make an original contribution to the field of American Studies

The department assesses SLO A.1 by: 1) evaluating the written ACS (American Cultural Studies) exam, which is conducted at the end of the summer following the first year of coursework and; 2) evaluating committee responses to the MA and doctoral comprehensive exams. SLO B.1 is assessed by ensuring that students participate in professionalization workshops hosted by the graduate director. SLO C.1. is assessed by evaluating the grey sheets for the MA and PhD Thesis. The evaluation of the exams and the grey sheets are direct measures. The evaluation of professionalization is an indirect measure.

The department's criteria for success includes the following outcomes: 1) The ACS exams should show a basic understanding of the history of American Studies fields. Moreover, students should be able to synthesize a historiographical argument about fields of study and; 2) students completing the PhD comprehensive exam should show an in-depth knowledge of at least three fields in American Studies. In addition to being able to write authoritatively about fields of scholarship, students should also be able to develop a useful framework within which to discuss a wide range of secondary sources; and 3) Student theses should show an original contribution to the field of American Studies. Moreover, students should have a solid grasp on the American Studies methodology as well as the conventions of research drawing on primary and secondary sources. We hope to see "very good" to "excellent" on most of the grey sheets. The program's assessment includes the ACS exam instructor's evaluation of all essays as well as all doctoral exam committee grey sheets and thesis grey sheet evaluations.

3B . Provide evidence of actions taken to improve programs based upon the assessment process.

The department takes very serious the assessment of our undergraduate and graduate programs. While assessment is an ongoing process that we place at the center of all of our faculty discussions, our formal process of assessment has also led to revisions to syllabi, as well as recommendations for program changes. For example, recognizing that our graduate students completed their degree with insufficient experience in the discipline of American Studies, in 2009 we increased the required number of American Studies seminars by one. Similarly, every two or three years the faculty collectively revises the required ACS reading list for graduate students, drawing on our graduate program outcomes assessment as a guide.

We have similarly made changes to syllabi at the undergraduate level based on our collective evaluation of undergraduate outcomes assessment. Examples of this include attempts to revise our 100-level courses to engage with our department's core concentrations, including a research component to the required 285 course, and revising the readings in the theories and methods course so that students graduating from our program are able to achieve our learning outcomes.

The department regularly seeks to make improvements based on the assessment process and the data collected. At the end of each spring semester the graduate director surveys the results of the assessment tools and drafts a report on how well students achieve our desired outcomes. The graduate director collects a report from the instructor of the ACS exam, reports of all comprehensive exams, and grey sheets from thesis defenses. This data is used as the basis for assessing whether students are obtaining the knowledge and skills valued by the department. The subsequent fall, during the first faculty meeting of the semester, the graduate director present the assessment report and the faculty consider how best to address areas of weakness. If changes are to be made to instruction or mentoring, the graduate director coordinates with appropriate faculty. At the end of the following spring, the graduate director again surveys the results of the graduate assessment tools and reports on how well students achieve our desired outcomes, comparing outcomes from the previous years in order to

measure how well the department is responding to outcomes assessment data.

The results of the outcomes assessment data are reviewed and discussed by the entire faculty. The faculty recommends appropriate changes to curriculum design and pedagogy in response to the assessment report. Recommendations for curricular and pedagogic change are generated at the fall faculty meeting in which we discuss the assessment report. In addition an outcomes assessment committee meets each semester to evaluate the assessment mechanism. This process is ongoing in order to continuously work toward improving the department's identified learning outcomes.

The department also schedules at least one formal meeting per year with all faculty and students to discuss issues of concern. The graduate students also meet as a group (the formally constituted American Studies Graduate Students Association) approximately every other week to hold discussions around professional concerns such as publication, conference attendance, grading, or writing skills. In several meetings with students during the past few years, graduate students have suggested ideas for improvement in the areas of curriculum (eg., the format for the pro-seminar), recruitment of faculty from underrepresented groups, space (particularly a lounge for graduate students and more offices for the TAs), funding (especially more GA and TA positions, including those for incoming students), supplies, and departmental governance.

Subsequently in this report we will highlight a major curricular revision that is ongoing as a result of our consideration of graduate assessment.

Criterion 4 . Students (Undergraduate and Graduate)

The unit should have appropriate structures in place to recruit, retain, and graduate students. (Differentiate by program where appropriate.)

4A . Provide information regarding student recruitment and admissions (including transfer articulation).

American Studies BA Program

Faculty and graduate students teaching American Studies 180 and 300 level courses routinely discuss the major and minor in their classes. Over the years we have also developed brochures to promote the program, and have distributed them not only in classes, but also at major's fairs. Last year we updated our website to include more information about our major/minor, including our concentration in Southwest Studies.

Transfer approvals are done through the transfer articulation team in the Registrar's office. They send out an email indicating that a course needs to be reviewed to see how it might transfer to UNM. Our Department Administrator logs into the Transfer Evaluation System to see what the class is, and if it is an obvious match, she will send back an approval. If it's not an obvious match, she asks the DUS to look at it to give her their opinion. Then, the Department Administrator sends a message back through the system letting the transfer articulation team know if the Department approves their suggested matches.

American Studies MA/PhD Program

The American Studies Department attracts interest and applications from the most outstanding and diverse prospective students interested in pursuing graduate work in the field. Our department faculty strengths in Southwest Studies, Transnational American Studies, and the concentrations of Indigenous studies, Visual Studies, and comparative colonialisms and racialization have provided the department with significant visibility and a growing reputation as a cutting edge program. The files of all applicants are read and evaluated by all members of the faculty, who vote on the applications as a committee of the whole. In the past, admission into the MA program did not guarantee admission into the PhD program. In past years, students with a BA only (that is, without an MA) have not been allowed to apply directly to the PhD program, but have been required to apply first to the MA program. Any MA students wishing to continue in the program must make a completely separate application and, if admitted, that admission is contingent upon the successful completion of all MA degree requirements. Along with significant limitations on the department's ability to offer competitive multi-year funding packages to prospective students, we have identified not offering a direct BA to PhD option as inhibiting our recruiting and admissions efforts. The department is thus reassessing this application structure and plans to offer a direct BA to PhD option to applicants in the future.

Because we have had a smaller number of applications in recent years, similar to other graduate programs in the Humanities at UNM, we are making extensive efforts at recruitment. During the 2013-2014 academic year we completely redesigned our website in order to better showcase the department's activities, faculty research and teaching, and student research interests and accomplishments. Last spring, Professors Schreiber (the former Graduate Director), Tiongson and Trujillo worked with a graduate student to design a recruitment brochure that was mailed nationwide over the summer.

In 2012, with financial support from the Office of Graduate Studies, the department began holding an Open House for newly admitted students to our graduate program. This event was planned primarily by the Graduate Director with input from other faculty and current graduate students. The funds received from OGS were used to reimburse prospective students for their travel from out of state as well as provide them with a nice meal at a local restaurant. All admitted students who attended the event were given the opportunity to sit in on a graduate seminar, attend guest lectures, and learn more about the department from faculty and students, who also served as hosts to students who attended from out of state. The department is grateful to have received funds over the last three years to make this an annual event. While not every student who attends the Open House chooses to come to the program, it does seem to be an effective recruiting tool, and all of the attendees over the last three years seem to have appreciated having the opportunity to meet the faculty and students, see UNM and Albuquerque, and learn more about what we have to offer.

In 2014, Dr. Julie Coonrod, Dean of Graduate Studies, announced the availability of funds to offer counter offers to top tier recruits who had also received admissions offers at other universities. American Studies was granted one of these counter offer awards to help with the recruiting effort of a particularly outstanding student who was also being recruited by several other larger universities. Although our attempt was unsuccessful with that student, we were able to use those funds to retain one of our promising scholars as she moved from the MA to the PhD program. The department looks forward to continuing this recruiting partnership with OGS in the future.

4B . Provide an analysis of enrollment trends, persistence, and graduation trends.

Undergraduate and graduate degrees have held steady since 2004. The numbers for undergraduates peaked in 2010 with 34 majors. After a small but steady increase in undergraduate majors between 2004 and 2010, the department experienced a brief decline in 2011 and 2012 but those numbers have recovered. The 30 undergraduate majors recorded in 2013 is the fourth highest total over the past ten years.

Graduate enrollments have remained fairly constant. We plan to concentrate efforts on growing our undergraduate majors and minors through several initiatives we outline in greater detail in section 9 of this report.

Full-Time/Part-Time Enrollment by Level of Students Admitted to Program

Fall 2004 to Fall 2013

Level	FT-PT	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
UG	FT	17	23	22	19	23	21	23	15	15	17
UG	PT	10	9	5	6	6	8	11	11	8	13
UG	Total	27	32	27	25	29	29	34	26	23	30
Grad	FT	13	8	14	12	13	11	16	11	16	12
Grad	PT	43	52	46	39	42	41	44	42	41	44
Grad	Total	56	60	60	51	55	52	60	53	57	56
Total	FT	31	31	31	31	36	32	39	26	31	29
Total	PT	61	61	45	45	48	49	55	53	49	57
Total	Total	92	92	76	76	84	81	94	79	80	86

Undergraduate enrollments exclude declared majors in programs who are in University College and have not yet been admitted to the program's college. These are matriculated students into a degree granting college.

Data Source: Enrollment Management Dataset based on 21-day HED Enrollment file. UNM Office of Institutional Analytics: Heather Mechler

Since 2004, the department of American Studies has awarded 68 BA degrees. The yearly numbers have varied significantly, with a low of two BA degrees awarded in 2004 to a high of twelve in 2007.

Total Number of Degree Recipients in American Studies

2003/04 to 2012/13 Academic Years

Major	Degree	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
AMST	BA	2	9	7	12	7	6	9	3	8	5
AMST	MA	4	9	1	7	3	8	3	3	5	6
AMST	PhD	8	5	8	9	4	4	1	5	7	5
Total # Degrees		14	23	16	28	14	18	13	11	20	16

Data Source: Data is extracted from Academic Outcome at a point-in-time by the Office of Institutional Analytics. UNM Office of Institutional Analytics: Heather Mechler

Degrees are based on Academic Year which counts as leading summer, fall semester, spring semester. If a student receives multiple degrees within the ten year period, they are counted each time.

4C . Provide a description of program advisement for students.

American Studies BA Program

The department relies on the Director of Undergraduate Studies (DUS) to provide advisement for students. The DUS advises potential and current majors, coordinating those efforts with A&S advisement. At the first meeting with a prospective or recently declared major, the DUS conducts a student credit audit using a department-designed BA major/minor form created to help students understand the path to degree. Because the American Studies BA major and minor is interdisciplinary, we encourage students to visit the DUS each semester prior to

registration in order to keep students on track. During meetings with the DUS, students are encouraged and aided in selecting a departmental concentration.

American Studies MA/PhD Program

Although the Graduate Director has the responsibility of generally advising all graduate students, we also apportion incoming students among the faculty. The designated faculty member helps their advisee(s) plan their course of studies and orients them to UNM and the department. At the end of the semester, the student can choose another advisor if she or he wishes. We hold an orientation session at the beginning of the fall semester for all new graduate students. This orientation is coordinated by the Department Chair and Graduate Director with the assistance of several advanced graduate students. This practice has met with great success and we plan to continue it. As students progress through coursework, the ACS exam, comprehensive exams, and MA Thesis or PhD dissertation, the primary source of advisement and support is their selected advisor and, after coursework, committee chair.

4D . Describe any student support services that are provided by the unit.

Faculty encourage and support graduate student mentorship through a range of organized and informal mechanisms. In addition to advisors and committee chairs working closely with their advisees, each semester the Graduate Director works with the American Studies Graduate Student Association to identify student interest in specific professionalization topics that the director then organizes a regular series of Friday forum workshops to address. The department makes a significant effort to remain responsive to student needs in this way and often, based on student input, the Graduate Director will organize workshops based on student interest in specific topics and concerns. In these forums students also have the opportunity to present research-in-progress and practice conference paper presentations, as well as learn skills in grant-writing and fellowship application. The Graduate Director also meets with Teaching Assistants each semester to discuss building teaching skills and share approaches, methods, techniques, and best practices for in-classroom and online teaching. We also encourage students on the job market to do practice job talks and provide feedback on application materials.

To help students prepare for professional careers, the faculty actively encourages conference attendance, presentations, and the preparation of articles for publication by students throughout their graduate careers. Our students regularly attend professional meetings, including the American Studies Association (national and regional), the Popular Culture and American Culture Association (national and regional), the Western Social Sciences Association and various academic conferences.

4E . Describe any student success and retention initiatives in which the unit participates.

American Studies BA Program

Each spring the department holds a Senior Thesis Symposium where graduating seniors present their capstone independent research papers. The department selects an undergraduate student each year for the Constance Shortlidge Award. The award recognizes the academic achievement of one BA graduate. The College awarded small undergraduate research grants to students conducting senior thesis research in 2012 and 2013. In 2005-06 the department collaborated with the ASA and the Office of State Historian to offer internships to undergraduate student majors to work in the State Historian's office.

Students majoring in American Studies can receive Departmental Honors if they complete an honors thesis. As part of writing an honors thesis, the student works with a faculty mentor to develop a 30 page thesis. In addition to receiving Departmental Honors, students writing an honors thesis will be considered for the Department's Honors Thesis Prize.

American Studies MA/PhD Programs

As noted in 4D, the Graduate Director works with the American Studies Graduate Student Association to support student success and retention through training in preparing fellowship and grant applications. With the support of the department, our students regularly have been awarded fellowships and positions with UNM's Center for Southwest Research and the Center for Academic Program Support. Our students also work with Elly Van Mil, the Faculty Research Support Officer of the Office of the Vice President for Research, to research and apply for funding. The department has a limited pool of funds to provide travel support for graduate student travel for research and conference, on a competitive basis.

The Office of Graduate Studies also provides one of their Excellence Awards to the department. With this award, we have been able to fund several extra students over the last five years with Graduate Assistantships that would otherwise not have had funding during those years. OGS also provides travel and research grants that have helped our students be able to travel for research and conference attendance.

4F . Describe where graduates of each program are typically placed. Describe efforts to measure the success of program graduates and the results of those measures.

American Studies BA Program

While we do not have the resources to track the career trajectories of our BA degree recipients after graduation, we do receive updates from

some for inclusion in our annual newsletter, which circulates to alumni. From that information, we have discerned that our majors enter into a variety of fields once they graduate, working in educational institutions, social service and nonprofit organizations, government agencies, and museums. They also become independent writers, filmmakers and artists. In addition, many of our majors attend graduate programs in American Studies, History, Geography, Anthropology and English, or professional school, including law school following graduation.

American Studies MA/PhD Program

Our graduates are extremely active scholars across a wide spectrum of interests in both the academy and the public sector. The success of our graduate students in the job market seems to suggest that we are adequately training our students for a variety of positions typically held by American Studies scholars with MA and PhD degrees. The department presently has no formal placement services for its graduate students. However, most thesis or dissertation committee chairs work closely with their students as they prepare for the job market. In addition, the department and individual faculty members disseminate any information they receive about post-doctoral positions or job opportunities (such information is also currently being listed on our website). Dissertation chairs and committee members, of course, assist their protégés by writing letters of recommendation or contacting colleagues at other institutions in their support. The graduate students themselves often share information that they receive about jobs, post-graduate funding, etc., among their peers. We are in the process of listing alumni information on our website and in our departmental newsletter (a resource requested by post-graduate and graduate students alike).

Since 2003, the department has awarded a total of 56 PhD degrees, and 49 MA degrees. **A complete list of our MA and PhD theses and dissertations can be found in Appendix F.** About half of our Ph.D. graduates have chosen an academic career, securing employment in tenure track positions, adjunct positions, and university administration. Others have chosen a career in public sector institutions (such as museums, libraries, archives, centers for the arts, the US Forest Service, the US Park Service), while still others have chosen to do research in fields such as medicine, history, and environmental studies. Our MA students have entered the field of teaching, museum research, archives, and journalism; others have been admitted into PhD programs in Comparative Literature, History, Ethnic Studies, and American Studies at institutions like Berkeley, Brown, NYU, and Yale. These placements indicate that our graduate students have developed competence in teaching, public sector work, research and writing that makes them competitive in the labor market. Our goal remains to prepare our graduate students thoroughly for professional work in academic or the public sector and to train scholars who will enter into the national discourse of American Studies.

An indication of our graduate students' success can be found both in our alumni survey and in our list of graduate student and alumni accomplishments (**Appendix E**). We do not currently have a system to track our graduates' success on the academic job market.

Criterion 5 . Faculty

The faculty associated with the unit's programs should have appropriate qualifications and credentials. They should be of sufficient number to cover the curricular areas of each program and other research and service activities. (Differentiate by program where appropriate.)

5A . Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program.

5.A.1. American Studies Faculty, Terminal Degree, and Research Interests

Amy L. Brandzel, Assistant Professor of American Studies and Women Studies. PhD, University of Minnesota. *Areas of Study: Feminist Theory, Queer Theory, Postcolonial Theory, Legal Studies, Citizenship, Politics of Knowledge Production.*

David Correia, Associate Professor of American Studies. PhD, University of Kentucky. *Areas of Study: Critical Environmental Politics, Critical Legal Studies, Marxism, New Mexico and the U.S. Southwest.*

Jennifer Nez Denetdale, Associate Professor of American Studies. PhD, Northern Arizona University. *Areas of Study: Critical Indigenous Studies, Indigenous Feminisms and Gender Studies, Native Oral History, Southwest Studies.*

Alyosha Goldstein, Associate Professor of American Studies. PhD, New York University. *Areas of Study: Colonialism and Decolonization, Critical Race and Indigenous Studies, Globalization/Neoliberalism, Social Movements, Social and Political Theory.*

Kathleen Holscher, Assistant Professor of American Studies and Religious Studies and Endowed Chair of Roman Catholic Studies. PhD, Princeton University. *Areas of Study: Religion, Social Theory, Legal History, Social and Political Movements, Southwest Studies.*

Alex Lubin, Professor of American Studies and Chair of the American Studies Department. PhD, University of Minnesota. *Areas of Study: Transnational American Studies, African Diaspora Studies, America in the Middle East.*

A. Gabriel Meléndez, Distinguished Professor of American Studies. PhD, University of New Mexico. *Areas of Study: Race, Class, Ethnicity, Critical Regionalism and Southwest Studies, Cinema Studies, Life Narrative and Cultural Studies.*

Rebecca Schreiber, Associate Professor of American Studies. PhD, Yale University. *Areas of Study: Visual Culture Studies, Cultural Theory/Studies, Transnational Migration in the Americas.*

Antonio T. Tiongson, Jr., Assistant Professor of American Studies. PhD, University of California San Diego. *Areas of Study: Comparative Racialization, Hip Hop, Contemporary Youth Activism, Youth Cultural Politics, and U.S. imperialism*

Michael L. Trujillo, Associate Professor of American Studies and Chicana and Chicano Studies. PhD, University of Texas. *Areas of Study: Ethnography, Chicana/o Cultural Studies, Representation, and Southwest Studies*

Irene Vásquez, Associate Professor of American Studies and Chicana and Chicano Studies and Director of the Chicana and Chicano Studies Program. PhD, University of California, Los Angeles. *Areas of Study: Chicana/o Studies, Race, Class and Ethnicity, Social Movements.*

In Fall 2014 the Department successfully recruited two additional faculty who will bring strengths in African Diaspora studies and inter-American, hemispheric American Studies. These two new hires, at the rank of assistant and associate professor, will join the faculty on a full-time basis beginning Fall 2015.

5.A.2. American Studies Faculty, Roles and Responsibilities

All tenured and tenure-track faculty in the department participate in teaching, research and service. Professors Correia, Denetdale, Goldstein, Schreiber, Meléndez, Lubin, and Tiongson have full appointments in the department. For full faculty, the ordinary lecture/classroom teaching load is two courses per semester (four courses per year). Professors Brandzel, Trujillo, Vásquez, and Holscher are joint appointments, with .50 FTE in American Studies. Jointly appointed faculty split the same teaching load (two courses per semester) between American Studies and the other program in which they are appointed. Some faculty teach and supervise core courses in the undergraduate program, and others contribute a greater proportion of their teaching effort to upper level undergraduate courses. In addition, all faculty members teach graduate seminars within the department, including the currently required ACS seminar, on a rotating basis. For a list of courses offered by faculty between Fall 2012 and Fall 2014 see **Appendix A**. All faculty members, full and joint, also advise graduate students and serve on comprehensive exam, thesis, and dissertation committees. Alex Lubin serves as Chair of the American Studies Department. Rebecca Schreiber is currently director of undergraduate studies and Alyosha Goldstein is currently director of graduate studies. All faculty members, full and joint, serve on departmental committees, including an executive committee, a lecture

committee, and various ad hoc committees.

5B . Provide information regarding professional development activities for faculty within the unit.

The primary mechanism for professional development is the university's sabbatical policy, which allows a one-semester release from teaching (with full pay) or a full academic year's release at 2/3 pay after each six years of full time service. Certain restrictions apply, including a prohibition on accepting teaching assignments at other institutions during a sabbatical year, though exceptions are made for Fulbright awards and the like where the professional and developmental benefits are clear. The department is allowed to have no more than 1/7 of its faculty on sabbatical leave at any one time. This has not proven to be a significant obstacle and most faculty members have been able to avail themselves of sabbaticals within a semester or two of reaching eligibility. UNM policy allows faculty to obtain leave without pay to participate in funded research, or to participate in professional work and service in the developing world. This policy allowed the department's current chair, Alex Lubin, to spend three years recently as director of the Alwaleed bin Talal Center for American Studies and Research at the American University of Beirut. In addition, pre-tenure faculty who have completed their mid-probationary review can apply for (and are typically granted) a research semester in which they are released from teaching responsibilities but continue their service responsibilities. This policy has allowed faculty in the department to produce robust tenure portfolios. In addition, all junior faculty in the department have been assigned senior faculty mentors.

In recent years the department has been able to provide development funding for faculty, for research and travel to academic conferences. In 2013-2014 each full time faculty member who had exhausted his or her start-up funds received \$2500 (\$1250 for .50 FTE faculty). In 2014-2015 each full time faculty member has access to \$2500 (with \$2000 for .50 FTE faculty). It is important to note that these are one time rather than annual development funds, distributed out of a reserve built from the now defunct revenue sharing agreement between departments and the college for the execution of online courses.

The department has moved to a position of having a disproportionately large number of faculty at the Associate Rank. By Fall 2016 there may be only one assistant-rank professor and two-full professors. The large of number of associates have significantly limited funding opportunities in the College and the University, which is why we support an expansion of the newly announced research leave-program recently announced in the College of Arts and Sciences. We hope there are other similar initiatives in the future. Because there is insufficient travel and research funds available, research productivity often comes at a direct cost to individual faculty members, reducing already depressed faculty salaries.

5C . Provide a summary and examples of research/creative work of faculty members within the unit.

Amy Brandzel (PhD in Feminist Studies, University of Minnesota, 2006) works across the connections and contradictions within feminist, GLBT/queer, postcolonial, and critical race theories on identity, citizenship, law, history, and knowledge production. Representative recent and in-process publications include:

Against Citizenship: Queer Intersections and the Violence of the Normative, Manuscript in process, University of Illinois Press.

with Jigna Desai, "Racism Without Recognition: Towards a Model of Asian American Racialization," *Asian Americans in Dixie: Race and Migration in the South*, eds. Jigna Desai and Khyati Joshi (Champaign: Univ. of Illinois Press, October 2013).

"Haunted by Citizenship: Whitenormative Citizen-Subjects and the Uses of History in Women's Studies," *Feminist Studies* 37.3 (Fall 2011): 503-533.

David Correia (PhD in Geography, University of Kentucky, 2006) writes in the areas of environmental politics, violence and its relation to law & property, critical human geography and political economy. He has a regional focus on New Mexico and the wider U.S. Southwest. Representative recent publications include:

Properties of Violence: Law and Land Grant Struggle in Northern New Mexico . (UGA Press, 2013).

"Degrowth, American Style: *No Impact Man* and Bourgeois Primitivism," *Capitalism Nature Socialism*, 23 (1) (2012), 105-118.

"Retribution Will Be Their Reward": New Mexico's *Las Gorras Blancas* and the Fight for the Las Vegas Land Grant Commons. *Radical History Review* 108 (2010), 49-72.

Jennifer Nez Denetdale (PhD in History, Northern Arizona University, 1999) specializes in Navajo history and culture; Native American women, gender, and feminisms; and Indigenous nations, colonialism, and decolonization. Representative recent publications include:

The Navajo (New York: Chelsea House Publishers, 2011).

Reclaiming Diné History: The Legacies of Navajo Chief Manuelito and Juanita (Tucson: University of Arizona Press, 2007).

"The Value of Oral History on the Path to Diné/Navajo Sovereignty," a chapter in *Diné Perspectives: Revitalizing and Reclaiming Navajo*

Thought ed. Lloyd L. Lee (Tucson: University of Arizona Press, 2014): 68-82.

"I'm Not Running on My Gender": The 2010 Navajo Nation Presidential Race, Gender, and the Politics of Tradition," chapter in *Formations of United States Colonialism* ed. Alyosha Goldstein (Durham, NC: Duke University Press Books, November 2014).

Alyosha Goldstein (PhD in American Studies, New York University, 2005) has research interests that include the study of globalization, neoliberalism, and social movements; comparative histories of imperialism, colonialism, and nationalism; modern liberalism and twentieth-century political culture; critical race and indigenous studies; the history and politics of public health; and social and political theory. Representative recent publications include:

Poverty in Common: The Politics of Community Action during the American Century (Duke University Press, 2012).

Editor, *Formations of United States Colonialism* (Duke University Press, 2014).

"Possessive Investment: Indian Removals and the Affective Entitlements of Whiteness," in special forum on "Whiteness Redux or Redefined?," ed. Min Hyoung Song and Cynthia Young, *AQ*, (December 2014).

"Finance and Foreclosure in the Colonial Present," *Radical History Review* 118 (Winter 2014).

Kathleen Holscher (PhD in Religious Studies, 2008) conducts research located at the intersection of religious studies with American cultural history and legal / political history. She also has a significant scholarly interest in religion in New Mexico and the American West. Representative recent and forthcoming publications include:

Religious Lessons: Catholic Sisters, Public Education and the Law in Mid-Century New Mexico. New York: Oxford University Press, 2012.

"Contesting the Veil in America: Catholic Habits and the Controversy over Religious Clothing in the United States," *Journal of Church and State* 54, no. 1 (Winter 2012): 57-81.

"A Decision that Spits in the Face of Our History": Catholics and the Mid-Century Fight Over Public Prayer and Bible Reading (forthcoming, *The Catholic Historical Review*).

Alex Lubin (PhD in American Studies, University of Minnesota, 2000) conducts research that engages global histories of race, the African Diaspora, and America in the world, with a particular focus on U.S./Middle East relations. Representative recent publications include:

Geographies of Liberation: The Making of an Afro-Arab Political Imaginary, John Hope Franklin Series (Chapel Hill: University of North Carolina Press, 2014).

Romance and Rights: The Politics of Interracial Intimacy, 1945-954 (UP Mississippi, 2004).

Editor, *Revising the Blueprint: Ann Petry and the Literary Left* (UP Mississippi, 2006).

Co-authored with Les Field, Melanie Yazzie, Jakob Schiller, "The Israel-Palestine Field School: Decoloniality and the Geopolitics of Knowledge," *Social Text*. 117, November 2013.

A. Gabriel Meléndez (PhD in Latin American Literature, 1984) is a literary, social and cultural critic with research interests in ethnic and cultural representations in film, autobiography, ethno-poetics and ethno-critical theory. Representative recent publications include:

Hidden Chicano Cinema: Film Dramas in the Borderlands, Rutgers University Press, 2013.

"Growing Up: Book Culture in the Land of Scarcity and Want," in *With a Book in Their Hands: Chicano/a Readers and Readership Across the Centuries*, Manuel M. Martín-Rodríguez, editor, University of New Mexico Press, 2014: 131 -141.

"Américo Paredes and Angélico Chávez: *Sangre, Sotanas and Guitarras* on the Camino Real to Aztlán," *Nuevas reflexiones en torno a la literatura y cultura chicana*, Julio Cañero, editor, Instituto Franklin de Estudios Norteamericanos, Universidad Alacalá, Alcalá, Spain, 2010: 131 -141.

Rebecca Schreiber (PhD in American Studies, Yale University, 2000) does research focused on issues of migration between the United States and Mexico and considers relations to place, identity and dislocation through forms of visual culture. Representative recent and forthcoming publications include:

Cold War Exiles in Mexico: U.S. Dissidents and the Culture of Critical Resistance, Minneapolis: University of Minnesota Press, 2008.

"The Undocumented Everyday: Migrant Rights and Performative Strategies in the work of Alex Rivera," Editors Sara Blair, Franny Nudelman and Joseph Entin, *Remaking Reality* (University of North Carolina Press, *forthcoming*)

"Reconfiguring Documentation: Immigration, Activism and Practices of Visibility" Editors Claire F. Fox, Santiago Vaquera-Vásquez and Omar Valerio-Jimenez, *The Latino Midwest* (University of Illinois Press, *forthcoming*)

"Visible Frictions: Documentary and Self-Representation in the U.S.-Mexico Borderlands" Editors Katherine Morrissey and John-Michael

Warner, *US/Mexico Border Spaces: Arts, Built Environments, and Landscapes* (University of Arizona Press, *forthcoming*)

"Confronting Regimes of Legality in 'Sanctuary City/Ciudad Santuario, 1989-2009'" *Radical History Review* Special Issue: "Calling the Law into Question: Confronting the Illegal and Illicit in Public Arenas," Issue 113 (Spring 2012).

Antonio Tiongson (PhD in Ethnic Studies, University of California, San Diego, 2006) has research interests that include youth cultural politics, comparative racializations, and empire. Representative recent and forthcoming publications include:

Guest editing (with Danika Medak-Saltzman and Iyko Day) and contributing an essay to a special edition of the *Critical Ethnic Studies* (CES) journal revolving around a critical interrogation of what it means to engage in comparative critique, *forthcoming*).

Filipinos Represent: DJs, Racial Authenticity, and the Hip-hop Nation (Minneapolis: University of Minnesota Press, 2013).

"Reflections on the Contours and Trajectory for a Critical Filipino Studies," in Rick Bonus and Dina C. Maramba, eds., *The Other Students: Filipino Americans, Education, and Power* (Charlotte, NC: Information Age Publishing, 2013).

"Claiming Hip Hop: Authenticity Debates, Filipino DJs, and Contemporary U.S. Racial Formations," in Martin Japtok and Rafiki Jenkins, eds., *Authentic Blackness/"Real" Blackness* (New York, New York: Peter Lang Publishing, Inc., 2011).

Michael Trujillo (PhD in Anthropology, University of Texas, 2005) has research interests that include ethnography, critical regionalism/globalization, Chicana/o Studies, and the US-Mexico borderlands. Representative recent publications include:

The Land of Disenchantment: Latino Identities, Negations, and Transformations in Northern New Mexico . University of New Mexico Press. 2009.

"New Mexico." Oxford Bibliographies in "Latino Bibliographies." New York: Oxford University Press, March 19, 2013.

"Oñate's Foot: Remembering and Dismembering in Northern New Mexico." 2008. *Aztlán: A Journal of Chicano Studies* 33(2):91-119.

Irene Vásquez (PhD in History, University of California, Los Angeles) research interests include Indigenous peoples of the Americas, Afro-Mexican/Latino relations, U.S. Social Movements, Women of Color Feminism, and Intercultural Collaboration and Peace Building. Representative recent publications include:

Co-Author, *Making Aztlan: Ideology and Culture of the Chicana and Chicano Movement, 1966-1977* , University of New Mexico Press, 2014.

Co-author, "Name Narratives: A Tool for Examining and Cultivating Identity", *Chicana/o Latina/o Law Review*, Volume 32, Issue 2, University of California, 2014.

Co-author, "La Comida y La Conciencia: Foods in the Counter-Poetics of Lorna Dee Cervantes," in *Rethinking Chicana/o Literature through Food: Postnational Appetites*, Palgrave Macmillan, 2013.

5D . Provide an abbreviated vitae (2 pages or less) or summary of experience for each faculty member (if a program has this information posted on-line, then provide links to the information).

See **Appendix B** for abbreviated vitae.

Criterion 6 . Resources and Planning

The unit has sufficient resources and institutional support to carry out its mission and achieve its goals.

6A . Describe how the unit engages in resource allocation and planning. If the program or unit has an advisory board, describe the membership and charge and how the board's recommendation are incorporated into decision making.

The department is small enough that planning decisions and resource allocation are made within the department, and often as a committee of the whole. Graduate funding decisions are made in consultation between the chair and the director of graduate studies, and then approved by the full department faculty. Faculty merit raises are the ultimate decision of the chair, but are recommended through the executive committee that evaluated faculty productivity. The executive committee acts as a chair's advisory committee and recommends policy changes as needed.

6B . Provide information regarding the unit's budget including support received from the institution as well as external funding sources.

The American Studies Department budget is solely funded from Instruction & General funds allocated by the University during the annual budget process. While the Department has grown in recent years, its operating budget has not seen an increase in more than 10 years. The current operating budget is \$13,093, the same amount as in FY 2005 when our current Department Administrator took on the position. Included in the total operating budget is \$3000 that is set aside as a Chair's discretionary fund, which is used to pay for the Chair's travel to conferences or research presentations. This effectively leaves only \$10,000 to pay for all of the operating expenses of the department, including phone and fax lines, copier expenses, general office supplies, and support for speakers and events in other departments.

The other significant portion of the Department's budget is made up of the salary lines for faculty, staff and graduate students. The salary budget is broken down as follows:

- Faculty - \$727,031
- Staff - \$55,193
- GA/TA - \$155,047
- Student/Work Study - \$2,614

There are two things to note about the GA/TA budget line. First, in FY 2007, the budget for Graduate and Teaching Assistants was \$101,425. There were no increases to salary budgets over the next several years, and in fact in FY 2012 the American Studies Department was forced to make a rescission to its budget totaling \$25,087. Because there was no other place to take this cut, it came from the TA/GA budget line, leaving \$76,338 to fund graduate students. By FY 2014, the line had only increased to \$77,101 because of small state-funded salary increases. The Department was only able to backfill this loss through the use of reserves saved from the revenues it received through the online course revenue sharing agreement between the College and the Department. The second important thing to note is that those reserves will be harvested from the department at the end of the current fiscal year, removing an important source of graduate student funding. There will be no new revenues shared with the department as all online course revenue will go directly to the College beginning in the current fiscal year. As a result, Dean Peceny made an arrangement with former Interim Chair Vera Norwood that the Department's GA/TA line would see a permanent increase to the then-current amount. While the increase is appreciated, it does still place restrictions on the way funding will be distributed to students in future years.

The Department receives small amounts of funds from course fees when the approved courses are taught, though these are not taught regularly. Also, the Department receives between \$300 and \$400 in royalties from the sale of the Southwest Studies reader through an agreement with the University of Arizona Press. Other than these two items, the Department receives no outside funding and no funding from other University sources.

6C . Describe the composition of the staff assigned to the unit (including titles and FTE) and their responsibilities.

The American Studies Department only has one full time staff member, whose title is Department Administrator 2. She took on her position in January 2005. In her memory, there has always only been one full time staff member for the department, although previous Department Administrators were able to utilize student workers to assist them. However, the role of the Department Administrator has become more complex in recent years, and student workers are generally not able to perform many of the tasks required.

The Department Administrator is responsible for literally all of the administrative tasks of the Department. Her duties include:

- Submitting faculty contract information in a timely fashion to ensure correct and prompt salary payment to faculty
- Submitting graduate student contracts in a timely fashion to ensure compliance with the Office of Graduate Studies and correct and prompt payment to students
- Processing of all financial transactions including travel reimbursements, Purchasing Card reconciliations, and event support to other University departments
- Inventory management, both of office supplies and computer equipment
- Coordination of mid-probationary and tenure and promotion review files
- Coordination of department functions – new graduate student orientation, prospective graduate student open house, department convocation

In June, 2011, the Department Administrator also became the day-to-day supervisor for staff in the Religious Studies Program and Women Studies Program. For two years, our Department Administrator was the sole source of administrative support for two units at a time, first for Religious Studies and then for Women Studies as they each transitioned to new staff. This staff reorganization was arranged by a former Associate Dean in Arts & Sciences as a cost-savings measure. This has been an unusual arrangement as the staff members in these programs report to our Department Administrator on a day-to-day basis, and she approves their payroll time entry and assists them with some tasks, but they also still report to their own Program Directors who maintain their own expectations for their work.

One of the important recommendations of this self-study is that the department be given resources to hire a graduate advisor to support the ever-growing responsibilities assigned to the department administrator as well as new growth initiatives in the MA program (see below).

6D . Describe the library resources that support the unit's academic and research initiatives.

University of New Mexico University Libraries

The University Libraries (UL) has approximately 3,000,000 cataloged volumes; 2,000 print journal subscriptions; 47,000 electronic journal subscriptions; 650,000 government documents; 13,000 linear feet of manuscripts and archives; 220,000 maps and cartographic images; and 3.8 million microform titles spread between the Centennial Science and Engineering, Fine Arts and Design, Parish Memorial and Zimmerman Libraries. Membership with the [HathiTrust](#) and the Center for Research Libraries ([CRL](#)) expands electronic access to millions of digitized books and microfilmed documents. Electronic primary source databases offer excellent support for teaching and research. Library and archival partnerships also supplement local holdings and subscriptions with accessibility from other institutions through Inter-Library Loan.

Excellent American Studies holdings are enhanced at UNM with significant manuscript collections addressing the Southwest and Mexico as well as substantial compendiums of silkscreen and photo-offset posters, engravings, lithographs, block prints, photographs and other creative graphic works. These materials are held in the Center for Southwest Research (CSWR), located in Zimmerman library. Unique archival holdings on New Mexico as a contested territory of the Vice Royalty of New Spain (1598-1821) and independent Mexico (1821-1848) offer excellent opportunities for research in Southwest, Indigenous, Chicana/o and Latin American studies. Together with the UL, the Law and Health Sciences libraries support a broad and collaborative emphasis to support undergraduate and graduate teaching, learning and research in American Studies.

UNM membership in the New Mexico LIBROS and the *Greater Western Library Alliance* (GWLA) enables the UL to participate in a rich regional colloquia and membership in the Association of College Research Libraries extends UNM's professional access to other academic libraries. Collaborative initiatives enhance Special Collections as well. The [New Mexico Digital](#) Archive pulls together digitized materials from institutions throughout New Mexico, focusing on the history and culture of the southwest and Mexico. The Rocky Mountain Online Archive ([RMOA](#)) offers on-line finding aids for archival collections in Colorado, Wyoming and New Mexico. A library hosted institutional repository ([LoboVault](#)) provides an environment for individuals, departments or groups to archive materials and to provide portals to resources at other institutions.

Criterion 7 . Facilities

The facilities associated with the unit are adequate to support student learning as well as scholarly and research activities.

7A . Describe the facilities associated with the unit and associated programs including, but not limited to, classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc.

In the summer of 2011, the Department of American Studies moved from Ortega Hall to the Humanities Building, and now shares the fourth floor with some of our aligned programs, such as Women Studies and Religious Studies. This move has proven to be a great improvement on our faculty office spaces, but has also come with a less than optimal conference/seminar room.

Currently, the Department has 15 offices, which includes faculty offices, the administrator's office, and the Chair's office. Office sizes range from 126 sq. ft. to 184 sq. ft., and the Chair's office is 266 sq. ft. The Department also has one graduate student pod, which measures 424 sq. ft. This space doubles as both a graduate student workroom and a computer pod (described below). All of our office furniture was inherited from the furniture that was left behind by the Mathematics and Statistics Department, and some of it is quite old and in a state of disrepair (laminates coming up, drawers that cannot lock, etc.) that will need to be replaced in the near future.

Three of the fifteen offices are shared offices for nineteen Teaching Assistants, although many of our Teaching Assistants hold office hours in other spaces, possibly due to limited space and/or resources within these offices. For example, each of these shared office spaces has only one desk, so TA's must stagger their office hours for optimal use. If our faculty were to grow in the future, this growth might directly infringe on these TA office spaces.

The Department of American Studies currently has one conference/seminar room, which is measured at 255 sq. ft. This conference room space is far less adequate than our previous conference space in Ortega Hall, due to it being a smaller space, and more inhospitable without windows. As a result of this smaller classroom space, we have had to limit our graduate seminars to 10-12 students, as opposed to the 15 students that can be comfortably seated in our previous Ortega Hall conference room.

The fourth floor of Humanities also has a staff/student lounge area that is shared among all of the units on the fourth floor. This space allows students, staff, and faculty to meet in a congenial space. However, due to our limited seminar space, there are moments in which our Department has had to "borrow" this communal space, which is far from optimal. Therefore, the Chair is currently trying to coordinate with other units on the fourth floor to configure a more optimal seminar space out of possible unused, or barely used, spaces on the fourth floor.

As for storage, we have a small storage closet that holds our film library and dissertation/thesis archives. Importantly, we have insufficient space in the administrative offices to store the confidential files of admissions and job search applicants; as a result, we have been forced to keep these in semi-public areas in locked cabinets.

7B . Describe any computing facilities maintained by the unit.

The department maintains a computer pod for graduate students to use. It has three PC computers and two Apple computers. The newest computer is actually under the control of Student Government Accounting as they provided the funds for it. The other computers are at least 7 years old, and probably older. There are also two aging Apple computers in the shared TA office. Unfortunately, the department is not provided with an equipment budget and replacement of lab and other equipment (department-wide) is done in a piecemeal, as-needed basis, and directly limited to our budget.

We do not have an information technologies technician on staff. Rather, the lab network and equipment are supported and maintained by one staff person and two work-study students employed by the College of Arts and Sciences. These individuals are responsible for supporting the IT needs of all or most of the 37 units within the College. Quality of support from the recently formed College IT office has been excellent, but response times have slowed as workload outstripped staffing.

Criterion 8 . Program Comparisons

The programs within the unit are of sufficient quality compared to relevant peers. (Differentiate by program where appropriate.)

8A . Provide information on the distinguishing characteristics of the programs within the unit. Discuss the unit's programs in comparison with other programs such as number of faculty, student characteristics, types of programs : Parallel programs at any of our 16 peer institutions. Parallel programs at any of our regional/student referent peer institutions. Regional and national comparisons of academic programs.

The University of New Mexico's American Studies Department possesses a national reputation for research and is especially distinguished in terms of graduate teaching. As the following data tables demonstrates, UNM's graduate program is comparable in some aspects to leading national institutions like Yale University and New York University and in some ways surpasses peer institutions like the University of Texas at Austin and University of Kansas. These findings are corroborated by the doctoral program's high rankings in the 2010 National Research Council ratings for research (See **Appendix D**).

We gathered the data on all peer and parallel programs with national reputations through published sources and correspondence with their graduate directors and that information is summarized in the tables that follow this analysis. UNM parallel peer institutions that replied to our queries included the University of Kansas and the University of Texas at Austin. Parallel regional and national departments that also replied included George Washington University, New York University, University of Hawaii, University of Maryland, the University of Michigan, the University of Minnesota, and Yale University. UNM peer institution University of Iowa's graduate program did not respond to our correspondence requesting data.

Department strengths include a national reputation for research and productivity in terms of graduate teaching. As the information and the table shows, we serve a large number of graduate students with a relatively small number of core and affiliated faculty. Only the Yale University American Studies program teaches more graduate students and only the University of Kansas department possesses a smaller number of core faculty. Successful applicants to the graduate program include both regional and national populations. In keeping with New Mexico's population and our program's historic strengths, an unusually large percentage of each year's incoming graduate are Hispanic and/or of Indigenous origin. This characteristic of the department is further corroborated by high NRC rankings for student diversity.

Comparisons to parallel institutions also reveal comparative weaknesses in UNM's undergraduate program and graduate funding. Our undergraduate program is relatively small in comparison to our parallel institutions. Only the University of Kansas serves fewer undergraduate American Studies majors than UNM. Another area of weakness is graduate funding. We commonly award graduate or teaching assistantships on an annual basis. In contrast, most other programs including our peer institution the University of Kansas offer multi-year funding packages.

Table One: Comparative American Studies Departments General and Undergraduate Data

Institution	# Core Faculty	# Affiliated Faculty	BA Minor	BA Major	# of Minors	# of Majors
University of New Mexico	11	14	Yes [1]	Yes	21	33
George Washington University	15	21	Yes	Yes	20	76
New York University [2]	27	12	Yes	Yes	2	8 [3]
University of Hawaii	14	NA [4]	Yes	Yes [5]	40	45
University of Kansas	9	10	No	Yes	0	10
University of Maryland	12	64	Yes [6]	Yes	30	105

University of Michigan	34	50	Yes	Yes	12	25
University of Minnesota	10	50	Yes	Yes	4	20
University of Texas @ Austin	12	61	Yes	Yes	50	120
Yale University	22	24	No	Yes	NA	105

Table Two: Comparative American Studies Departments Graduate Program Data

Institution	Grad Cert.	MA	PhD	Current Grad. Students	Avg. Graduate Student Funding Package
University of New Mexico	No	Yes	Yes	55	Most students receive annual graduate assistantships.
George Washington University	No	Yes [7]	Yes	50	5 year funding [8]
New York University	No	No	Yes	55	5 year fellowships
University of Hawaii	Yes [9]	Yes	Yes	70 [10]	variable [11]
University of Kansas	Yes	Yes	Yes	25	4 year and 3 year packages
University of Maryland	No	Yes	Yes	53 [12]	5 year funding
University of Michigan		Yes	Yes	40	\$230,000 over five years
University of Minnesota	Yes [13]	No	Yes	30	4-5 year funding [14]
University of Texas @ Austin	No	Yes	Yes	40	Single year funding packages.
Yale University	No	Yes	Yes	84	5 year funding [15]

[1] University of New Mexico also offers an undergraduate concentration in Southwest Studies.

[2] At NYU, the American Studies program is housed within the Department for Social and Cultural Analysis.

[3] NYU also has 14 students majoring in Social and Cultural Analysis with a concentration in American Studies.

[4] University of Hawaii does not have formal affiliated faculty.

[5] University of Hawaii, Manoa also offers a double major.

[6] University of Maryland houses a US Latina/o Studies Minor.

[7] George Washington University also offers a combined BA/MA degree

[8] George Washington University's funding is usually in the form of teaching assistantships for all PhD students (average cohort 3/year). No funding for MA students.

[9] University of Hawaii, Manoa offers graduate certificates in Museum Studies as well as Historic Preservation.

[10] This number includes students in graduate certificate programs.

[11] University of Hawaii, Manoa has a small amount of funding to give to graduate students, including tuition waivers, TAships, and scholarships funneled from online tuition dollars.

[12] University of Maryland has 48 PhDs and 5 MAs.

[13] University of Minnesota offers a graduate minor in American Studies.

[14] University of Minnesota has a base funding package (in forms of teaching assistantships, etc.) of 4-5 years guaranteed, depending on whether the student has an MA degree or not, and offers a minimum of one summer of funding (at the dissertation writing stage) and a small conference travel budget.

[15] Yale offers full funding (approx \$28k/year) through a range of teaching and fellowships, as well as tuition remission. There is also a University Dissertation Fellowship awarded to all students in their 5th or 6th year. There is no funding for MA students.

Criterion 9 . Future Direction

The unit engages in strategic planning and prioritization in order to achieve its mission and vision.

9A . Provide a summary of strengths and challenges for the unit.

Strengths

The American Studies Department at UNM is contributing to the future of the discipline in positive ways. As the field moves towards a deeper engagement with the history not only of overseas empire, but also continental colonialism, we believe that our faculty is at the forefront of connecting analyses of empire and settler colonialism. This is evidenced by the importance we place on Native and indigenous studies as well as Southwest and critical regional studies in our vision of the discipline. Moreover, our faculty have published some of the earliest and most influential scholarship on settler colonialism and its relationship to overseas U.S. expansion.

The American Studies Department at UNM is leading the way in producing knowledge about the Southwest and New Mexico in particular. We conceive of our department as a place to engage critical regional studies that are both attuned to local history and cultures as well as the ways the local is shaped through transnational flows of products, people, ideas, and more. We have a designated concentration in Southwest Studies and have faculty strengths in the study of the U.S./Mexico borderlands, the history and culture of New Mexico, and Native and indigenous communities in the Southwest.

We train a remarkably diverse graduate and undergraduate student population. Our undergraduate major cohort is majority minority, at around 60% non-white. Our graduate cohort is around 46% non-white. As a PhD-granting American Studies department at an Hispanic-serving research University, we are well positioned to attract students from nationally-underserved populations. Moreover, these students have won prestigious awards both on campus and nationally. These include the Mellon Diversity Dissertation Fellowship, the Ford Foundation Pre-doctoral Fellowship, and Bilinsky Foundation Fellowship.

Undergraduate Majors, 2004-2013, by Ethnicity

	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13
Hispanic	7	10	13	12	13	18	16	12	10	17
American Indian/Alaska Native	4	4	3	1	4	2	0	0	0	0
Asian	1	1	0	0	0	1	0	0	0	0
Black/African American	1	2	2	1	2	2	2	1	2	1
White	14	14	9	11	10	6	12	10	6	10
Two or More Races	0	0	0	0	0	0	3	1	2	1
Race/Ethnicity Unknown	0	1	0	0	0	0	0	2	3	1
Total	27	32	27	25	29	29	33	26	23	30
Percent Minority	48	53	67	56	66	79	63	54	61	63

Graduate Students, 2004-2013, by Ethnicity

	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13
Hispanic	8	14	13	13	10	12	15	12	16	14
American Indian/Alaska Native	4	4	6	4	4	4	4	4	4	5

Asian	0	0	0	0	0	0	1	1	1	1
Black/African American	1	1	2	3	3	1	2	2	2	1
White	39	37	34	24	30	28	30	29	29	30
Two or More Races	0	0	0	0	0	0	3	3	3	1
Race/Ethnicity Unknown	2	3	3	6	5	4	2	0	0	1
International	2	1	2	1	3	3	3	2	2	3
Total	56	60	60	51	55	52	60	53	57	56
Percent Minority	30	33	37	41	36	38	47	45	49	46

Our graduate students are deeply engaged in many communities across campus and beyond. Our students publish in popular ezines and peer-reviewed journals. They have taken a lead role in engaging our community around issues of Native American homelessness in Albuquerque and in doing so, are linking scholarship to service.

Faculty and graduate students contribute to several academic units across campus through cross-listed courses, through joint appointments, and through the TA "export" program. Our faculty and graduate TA's teach in Women Studies, Chicano/a Studies, Africana Studies, and English. Our graduate students also serve as fellows at the Center for Southwest Research and at the Center for Regional Studies. In these ways, the American Studies department has incubated several related disciplinary formations.

Our faculty are very productive, publishing important knowledge in the field of American Studies while also engaging in public scholarship and community engagement in significant ways. Our faculty have organized community events to highlight the knowledge we've produced about police violence, immigration, Native and indigenous studies, feminist and sexuality studies, and more.

We are developing strengths in areas where we either haven't historically had coverage, or where we want expanding coverage, including in areas like religious studies, African Diaspora studies, and popular culture.

Another area of marked distinction in our program is the work of faculty and graduate students in engaging our community. Our graduate students regularly teach in the University's Research Service Learning Program and have taken leadership roles in student organizations related to food justice, police violence, critical indigenous studies, immigrant rights, and Palestine solidarity.

Challenges

Our departmental budget is too small to carry out all of the work we would like. We are unable to organize a robust lecture series or to sponsor short-term visits by artists and scholars because we don't have sufficient resources.

Support for faculty is inadequate for the sort of research productivity we expect. It is becoming more difficult to conduct our research because the University doesn't provide adequate research support. \$500 is simply insufficient to do anything more than cover the cost of one flight to a conference.

In an effort to maximize instructional efficiencies and to grow enrollment numbers we have asked our graduate students to teach too much of our undergraduate curriculum. As a consequence, our graduate students are not receiving the mentorship they require and deserve, and our undergraduate major has not grown sufficiently. Because we spread our graduate student funds as broadly as possible, we are not able to compete with peer institutions for graduate students, even though top-tier applicants regularly apply to our program. We rarely can offer multi-year packages and when we do, the funding levels are significantly less than our peer institutions can offer. Moreover, our graduate students are taking out too much debt, while working too many hours, during the course of their degree program.

Our annual review of graduate student outcomes shows that our current curriculum, with only one required course, does not sufficiently train students to be ready to prepare for the work required after their coursework.

We have experienced growth in our faculty ranks, but we continue to have only one staff member. Our staff member is an invaluable member of our department, but she needs additional support in order to perform all duties required of a department of our size. Moreover, any growth initiatives in our graduate program will be difficult without additional support staff. For these reasons we are requesting approval to hire a graduate advisor to handle matters related to graduate TA contracts, graduate advisement, and graduate recruitment.

9B . Describe the unit's strategic planning efforts.

The department held a retreat in August 2014 to address several issues related to this report and to the department overall. The retreat followed a regular assessment of the department during monthly faculty meetings. In addition, the department's executive committee works regularly on the department's policies and procedures manual on matters relating to tenure and promotion, merit pay, and curriculum. Finally, annual outcomes assessment meetings have served as a moment to review our curriculum and to recommend changes. Strategic planning has taken place formally and informally by all stakeholders in the department.

9C . Describe the strategic directions and priorities for the unit.

The American Studies Department has several core strengths that we want to develop. While every department would welcome additional resources for graduate support and operating budgets, there are several improvements to our Department that we are going to make without any additional need for resources.

- 1) We are going to revise our graduate program curriculum to better prepare our graduate students for their dissertation or thesis project.
 - a. We propose a revision the ACS Proseminar course so that it is more focused on the intellectual history of American Studies, while leading to a discussion of our department's engagement with the discipline.
 - b. The ACS proseminar will no longer be team-taught, but we will institute a more structured syllabus that includes general faculty participation in the course. We are able to make these changes because we now have sufficient faculty numbers.
 - c. We will replace the ACS exam with a requirement that students take our research methods course. This will ensure that graduate students have located themselves in a methodological tradition, and will get them to think about their capstone project early on.
 - d. We will add a new course in which students will work toward developing a dissertation or thesis proposal. This course will focus on the development of grant and thesis proposals.

- 2) We are going to revise how we distribute GA/TA funds.
 - a. We currently spread our GA/TA resources as broadly as possible. While this creates a non-competitive atmosphere, it also has the effect of limiting our ability to recruit top-tier graduate students.
 - b. We will begin offering funding at larger levels (50% appointments) for promising PhD students, and will decrease funding for terminal MA students.
 - c. At the same time, we plan to reconsider the terminal MA program's requirements, so that it is a more streamlined program, possible to complete in two years.
 - d. We want to increase enrollment to the terminal MA program while decreasing enrollment at the PhD level. This will enable us to use our resources more strategically and to guarantee better time-to-degree for our PhD students.

- 3) Given that we have historically high numbers of faculty in the department, we are going to redouble efforts to grow the undergraduate program.
 - a. We are committing to building large lecture-style courses at the 100-level, with break-out sections led by TA's. This will have the effect of placing our core faculty in front of freshman students, while offering a superior mentorship program to our TA's.
 - b. We will engage local charter high schools that require concurrent enrollment at UNM to offer our 100-level courses specifically to high school students. This will help bridge the gap between high-school and college, and may encourage students to choose our major.
 - c. A long-term project might include developing a 4+1, BA-MA program that would admit promising high-school students to a five-year degree program that culminates with the MA degree. See item 6 below.

- 4) Using knowledge to solve problems and serve communities.
 - a. We are launching an ambitious program to engage our community, not only through offering courses in the University's Research Service Learning Program, but also by developing a center for community engaged research to address community problems.
 - b. We are beginning to study the problems of "border town violence" especially as it is directed toward Native and indigenous communities in Albuquerque in order to make recommendations on how our community can find just solutions to this issue.

Addressing this problem requires deep historical engagement with the history of border towns and the legacy of colonial violence; but it also requires an understanding of policing and the Southwest. Our department has expertise in these areas, and we want to join with community organizations and faculty across campus to address the problem of violence toward Native homeless people. This might include developing a set of policy recommendations, as well as a series of courses that engage community organizations.

c. We are also well positioned to deal with other areas of border town violence, especially as it relates to migrant workers in New Mexico.

5) Transnationalism

a. The Department is considering several ways to engage in international and transnational education, building on the experience of our faculty's international engagements. One project under discussion is the formation of a one-year international MA program, recruiting students from across the Middle East. The International MA in American Studies would be a stand-alone, one-year program that would offer some distinct classes on American culture and politics, as well as integrate with our graduate curriculum. The program would help develop a global education profile for our department, while also helping to generate a new revenue stream. This program, however, relies on some new resources from the University. We would need to hire some senior lecturer positions to oversee some of the coursework and would need to hire a graduate advisor staff position to help handle the logistics of the program. We would also expect to be able to share some of the revenue produced from such a program, in order to develop our departmental budget and faculty and graduate student support.

6) We are also discussing the formation of a 4+1 BA/MA program in American Studies that will help us to grow our undergraduate majors and MA cohorts. Such a program will focus on small faculty/student ratios that we believe will improve graduation rates and time-to-degree for many UNM students. Finally, the 4+1 program would help to recruit students to UNM from area high schools.

The Department of American Studies action plan relies on making significant changes to the structure of our curriculum. In this sense, much of our proposed plan of action does not rely on additional resources; it relies on a willingness to organize our curriculum and scholarship in ways that enhances learning and engages communities both locally and internationally. We are already undergoing this revision to our PhD program and will implement the new PhD curriculum in Fall 2015.

We ask that the University support our plans for the formation of an International MA in American Studies and a 4+1 MA in American Studies. These are proposals that will generate new revenue for the University. **In exchange for helping to create new revenue at UNM we ask for a share in the tuition dollars generated by these programs so that we may hire a graduate advisor staff position (class G5030) and so that we may better support faculty and graduate student research and travel.** We recognize that budgets have been flat at UNM. We have a bold plan to create new revenue, but we ask for a share of this new revenue in order to support the outstanding work of our faculty and graduate students.

Appendices

Appendix

A

**Appendix A:
Faculty Courses Taught: Fall 2012-Spring 2014**

Amy Brandzel:

Fall 2012 – Feminist Theories (WMST home)
Fall 2012 – Violence of the Normative
Fall 2013 – American Culture Studies Seminar
Fall 2013 – Feminist – Postcolonial – Queer (OW WMST)

David Correia:

Fall 2012 – Zombie Films (intersession course)
Fall 2012 – American Culture Studies Seminar
Spring 2013 – Intro to Environment, Science, Technology
Spring 2013 – Politics of Sustainability (OW SUST, GEOG)
Fall 2013 – American Culture Studies Seminar
Spring 2014 – Marxism & Nature

Jennifer Denetdale:

Fall 2012 – American Culture Studies Seminar
Fall 2012 – Critical Indigenous Studies
Spring 2013 – American Life and Thought
Spring 2013 – Contemporary Native America (OW NATV)
Fall 2013 – Native American Cultural Production (OW NATV)
Fall 2013 – Critical Indigenous Studies
Spring 2014 – Intro to Southwest Studies
Spring 2014 – Indigenous Feminisms (OW WMST , NATV)

Alyosha Goldstein:

Fall 2012 – American Life and Thought
Fall 2012 – Colonialism & Decolonization
Spring 2013 – Research Methods
Fall 2013 – American Life and Thought
Fall 2013 – Cultural Politics of Neoliberalism
Spring 2013 – Research Methods

Kathleen Holscher:

Fall 2012 – Catholicism in America (RELG home)
Fall 2012 – Religion in the West (OW RELG)
Fall 2013 – Growing Up Catholic in America (RELG home)
Fall 2013 – Religion in New Mexico (OW RELG)
Spring 2014 – Religion in the American West (OW RELG)
Spring 2014 – Catholicism in America (RELG home)

Alex Lubin

On-leave

A. Gabriel Melendez:

Fall 2012 – Race, Class, Cinema

Spring 2013 – Borderlands Critical Regionalism– TW M. Trujillo

Fall 2013 – Chicano/Latino Film (OW CCS, MA)

Fall 2013 – Race, Culture & Cinema

Rebecca Schreiber:

Fall 2012 – Theories and Methods

Spring 2013 – Senior Seminar

Spring 2013 – Transnational American Studies

Fall 2013 – Theories and Methods

Spring 2014 – Senior Seminar

Antonio Tiongson:

Fall 2012 – Intro to Pop Culture

Fall 2012 – Hip Hop and Ya don't Stop

Spring 2013 – Intro to Pop Culture

Spring 2013 – Theories & Methods of Pop Culture

Fall 2013 – Intro to Pop Culture

Fall 2013 – Youth, Power & Social Movements

Spring 2014 – Youth, Power & Social Movements

Spring 2014 – Comparative Racialization

Michael Trujillo:

Fall 2012 – Chicana(o) Cultural Studies (CCS home)

Fall 2012 – Borderlands Ethnography

Spring 2013 – Intro to CHMS (CCS home)

Spring 2013 – Borderlands Critical Regionalism– TW G. Melendez

Fall 2013 – Cultural Studies & Folklore (OW CCS)

Fall 2013 – New Approaches in CCS (CCS home)

Spring 2014 – Intro to CCS (CCS home)

Spring 2014 – Marxism & Cultural Interpretation

Irene Vasquez:

Spring 2013 – Intro to Chicana Studies (CCS home)

Spring 2014 – Chicano(a) Movements (OW CCS)

Appendix

B

AMY L. BRANDZEL
BRANDZEL@UNM.EDU
<http://www.unm.edu/~brandzel/>

ACADEMIC APPOINTMENTS

Assistant Professor

American Studies and Women Studies
University of New Mexico
2007 - Present

Visiting Assistant Professor

Gender and Women's Studies Program
Oberlin College
2006-2007

EDUCATION

Ph.D in Feminist Studies, Minor in History, University of Minnesota, 2006
M.A. in Humanities and Social Thought, New York University, 1999
B.A. in History, University of California at Santa Cruz, 1992 (Honors)

PUBLICATIONS

BOOKS:

Amy L. Brandzel, *Against Citizenship: Queer Intersections and the Violence of the Normative*, Manuscript in process, University of Illinois Press.

RECENT PUBLICATIONS:

Amy L. Brandzel and Jigna Desai, "Racism Without Recognition: Towards a Model of Asian American Racialization," *Asian Americans in Dixie: Race and Migration in the South*, eds. Jigna Desai and Khyati Joshi (Champaign: Univ. of Illinois Press, October 2013).

Amy L. Brandzel, "Haunted by Citizenship: Whitenormative Citizen-Subjects and the Uses of History in Women's Studies," *Feminist Studies* 37.3 (Fall 2011): 503-533.

Amy L. Brandzel and Jigna Desai, "Race, Violence, and Terror: The Cultural Defensibility of Heteromale Citizenship in the Virginia Tech Massacre and the Don Imus Affair," *Journal of Asian American Studies* 11.1 (Spring 2008): 61-85.

Amy L. Brandzel, "Queering Citizenship? Same-Sex Marriage and the State," *GLQ: A Journal of Lesbian and Gay Studies* 11.2 (2005) 171-204.

BOOK REVIEWS:

Amy L. Brandzel and Jara Carrington, Review of Homo Phobias: Lust and Loathing across Time and Space, David A.B. Murray, ed. (Durham: Duke University Press, 2010) *Journal of Anthropological Research* 67.2 (2011).

Amy L. Brandzel and Jigna Desai, "Review: Gayatri Gopinath's 'Impossible Desires: Queer Diasporas and South Asian Public Cultures'" *Journal of the History of Sexuality* 17.1 (2008): 145-150.

PUBLICATIONS IN PROCESS:

Amy L. Brandzel, *Queer Knowledge: Law, Academe, and US Empire*

Amy L. Brandzel, "Success = Demise: Intersectionality in Feminist Studies"

Amy L. Brandzel, "The Gender Trouble of Breast Cancer"

TEACHING AND MENTORING AWARDS

Nominee, Faculty Ally Award, Project for New Mexico Graduates of Color, 2012-2013

Nominee, Faculty Mentor Award, Office of Graduate Studies, 2012-2013

Awardee, New Teacher of the Year Award, University of New Mexico, Faculty Senate Teaching Committee and Office of Support for Effective Teaching, 2011-2012

Recognition of Teaching Excellence, University of Minnesota, 2005

TEACHING

Graduate Seminars:

Decolonial/Feminist/Queer Knowledge; American Culture Studies; Violence of the Normative; Feminist Methodologies; Postcolonial Queer Studies; Feminist Theories; Sex, Race and Citizenship

Graduate Independent Studies include: Postcolonial Theories, Citizenship Studies, Queer Theories

Graduate/Undergraduate Mixed Level Courses:

Postcolonial Queer Studies; Sex, Race and Citizenship

Undergraduate:

Contemporary Feminist Theory: Theories of Justice; The Politics of Sex; American Studies Senior Seminar; Introduction to Feminist Theories; Sexuality and Culture; Introduction to Gender Studies; Lesbian Culture and Politics

SERVICE

Editorial Board, *Feminist Formations*, 2013-2016

Manuscript Reviewer for:

- *Signs*
- *Feminist Formations*
- *Sexualities*
- Sage Publications

Member, American Studies Association, Women's Caucus

DAVID CORREIA

ACADEMIC APPOINTMENTS

Associate Professor, Department of American Studies, University of New Mexico; affiliated faculty: Department of Geography and Environmental Studies

EDUCATION

Ph.D., 2006 University of Kentucky, Department of Geography

PUBLICATIONS

BOOKS:

Properties of Violence: Law and Land Grant Struggle in Northern New Mexico. (UGA Press, 2013)

SELECTED SCHOLARLY ARTICLES:

- 2012 Degrowth, American Style: No Impact Man and Bourgeois Primitivism Capitalism Nature Socialism, 23 (1), 105-118
- 2010 “Retribution Will Be Their Reward”: New Mexico’s Las Gorras Blancas and the Fight for the Las Vegas Land Grant Commons. *Radical History Review* 108, 49-72
- 2010 The certified Maine North Woods, where money grows from trees. *Geoforum* 41(1) 66-73
- 2009 Making Destiny Manifest: United States Territorial Expansion and the Dispossession of Two Mexican Property Claims, 1824—1899. *Journal of Historical Geography* 35 (1), 87-103
- 2008 “Rousers of the Rabble” in the New Mexico Land Grant War: Alianza Federal de Mercedes and the Violence of the State. *Antipode* 40 (4), 561-583
- 2008 Taking Timber, Earth and Water: The Denver and Rio Grande Railroad and the Struggle for New Mexico’s Land Grants. *Natural Resources Journal* 48 (4), 949-962
- 2007 The sustained yield forest management act and the roots of environmental conflict in northern New Mexico. *Geoforum* 38 (5), 1040-1051
- 2005 From Agropastoralism to Sustained Yield Forestry: Industrial Restructuring, Rural Change, and the Land-grant Commons in Northern New Mexico. *Capitalism Nature Socialism* 16 (1), 25-44

SELECTED ESSAYS:

- 2014 Albuquerque Spring: A Season of Police Violence and Civil Disobedience. *The Weekly Alibi*, V. 23 No. 25, June 19—June 25
- 2014 Is There be Justice for James Boyd? *The Weekly Alibi*, V. 23 No. 15, April 10—April 16
- 2014 Life and Death and APD: The Problem of Police Violence in Albuquerque. *The Weekly Alibi*, V. 23 No. 5, January 30—February 5
- 2013 The Environmental Disaster You’ve Never Heard of: Albuquerque’s Kirtland Air Force Base Jet Fuel Spill. *The Weekly Alibi*, V. 22 No. 48, November 28—December 4

- 2013 The Toxic Tales of Susana Martinez: How Mining Giant Freeport-McMoRan is Rewriting Environmental Laws in New Mexico. *The Weekly Alibi*, V. 22 No. 31, August 1—7
- 2013 Who is Reyes Lopez Tijerina? A Reappraisal of a Folk Hero. *The Weekly Alibi*, V. 22 No. 24, June 13—19

FELLOWSHIPS AND AWARDS

- 2012—2013 American Studies Association Community Partnership Grant. "Creating Public Scholars: A Collaborative Project on Environmental and Economic Justice, Activism, and Scholarship"
- 2012 Teaching Excellence Award, University of New Mexico, College of Arts & Sciences. (www.unm.edu/~artsci/news/teaching-awards-announced.html)
- 2005—2006 National Science Foundation, Geography and Regional Science, Doctoral Dissertation Research Improvement Award, BCS #0503151 (\$9,500)
- 2005—2006 Ford Foundation Community Forestry Research Fellowship (\$15,000)

PRESENTATIONS

RECENT INVITED LECTURES:

- 2014 Department of Geography at the University of New Mexico Colloquium Series (Albuquerque, NM). Talk Title: "The Society for People Born in Space": A Counter-Excavation of Navajo History in Southern New Mexico.
- 2014 Department of Architecture and Urban Design at the American University of Beirut "City Debates 2014, Of Property and Planning: Historical Transformations and Contemporary Practices." Paper Title: "The Fetishism of Common Property and its Secret" (March)
- 2012 Humanities Institute at the University of California, Davis, Mellon Research Initiative "Environments & Societies: History, Literature, and Justice" Colloquium workshop. Paper title: "Under the malign influence of land-stealing experts" (April)

RECENT CONFERENCE PAPERS DELIVERED:

- 2013 Association of American Geographer's annual conference (Los Angeles, CA). Paper title: An Unquiet Title: The Violent Geographies of Property in Northern New Mexico. (April)
- 2012 Association of American Geographer's annual conference (New York, NY). Paper title: The Properties of Natural Gas: Planning, Property and the Remaking of the Geographies of Resource Extraction in Northern New Mexico. (February)
- 2012 Shifting Borders: America and the Middle East/ North Africa, An Interdisciplinary Conference Sponsored by Center for American Studies & Research (CASAR), American University of Beirut (Beirut, Lebanon). Paper Title: Techno-Tahrir: Technology and Anti-authoritarianism in the Arab Spring (January)

TEACHING

COURSES:

2008—Present University of New Mexico

Graduate Courses:

American Culture Studies Proseminar
Environmentalism of the Poor
Law, Property & Violence
Marxism and Nature

Undergraduate Courses:

Intro to Environment, Science and Technology
Nature and Technopolitics
Politics of Sustainability
Science & Anxiety in Romero's Zombie Films

SERVICE

GRADUATE STUDENT ADVISING:

PhD Advisor
Berenika Byszewski
Kirsten Mundt

PhD Dissertation Committee Member
Dr. Melanie Armstrong (PhD, 2011)
Dr. Jen Richter (PhD, 2013)
Carolyn McSherry

MA Advisor
Miles Cleaver
William McClary (MA, 2012)

MA Thesis Committee Member
Dina Gilio (MA, 2011)
Jenn Griggs (MA, 2013)
Sam Markwell (MA, 2013)

DEPARTMENTAL SERVICE:

2012—Present Director of Undergraduate Studies, American Studies
2011—2012 Chair, UNM American Studies Lecture Series
2011—2012 Member, UNM American Studies Department Executive Committee

JENNIFER NEZ DENETDALE
Dept. of American Studies, MSC03 2011
Albuquerque, NM 87131
(505) 340-1481
jdenet@unm.edu

ACADEMIC APPOINTMENTS

Associate Professor of American Studies

EDUCATION

1999 Ph.D., History, Northern Arizona University, Flagstaff
1991 M.A., English, Northern Arizona University, Flagstaff
1988 B.A., English, University of New Mexico, Albuquerque

PUBLICATIONS

BOOKS:

The Navajo (New York: Chelsea House Publishers, 2011)

Reclaiming Diné History: The Legacies of Navajo Chief Manuelito and Juanita (Tucson: University of Arizona Press, 2007)

The Long Walk: The Forced Navajo Exile (New York: Chelsea House Publishers, 2007)

ARTICLES:

“The Value of Oral History on the Path to Diné/Navajo Sovereignty,” a chapter in Diné Perspectives: Revitalizing and Reclaiming Navajo Thought ed. Lloyd L. Lee (Tucson: University of Arizona Press, 2014): 68-82

“Naal Tsoos Sání: The Navajo Treaty of 1868, Nation -Building, and Self-Determination,” an essay in Nation to Nation: Treaties between the United States and American Indians, ed. Suzan Shown Harjo (Washington, D.C.: NMAI and Smithsonian Books, 2014)

“I’m Not Running on My Gender”: The 2010 Navajo Nation Presidential Race, Gender, and the Politics of Tradition,” chapter in Formations of United States Colonialism ed. Alyosha Goldstein (Durham, NC: Duke University Press Books, November 2014)

“You Brought History Alive for Us”: Reflections on Nineteenth Century Diné Women’s Lives,” an essay in Empire and Liberty: The Civil War and the West (University of California Press, 2015)

Return to “The Uprising at Beautiful Mountain in 1913”: Marriage and Sexuality in the Making of the Modern Navajo Nation,” chapter in *Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies*, ed. Joanne Barker. Submitted and under review.

Co-editor, “Native Feminisms: Legacies, Interventions, and Indigenous Sovereignities,” *Wicazo Sa Review* vol. 24, no. 2 (Fall 2009)

“Securing the Navajo National Boundaries: War, Patriotism, Tradition, and the Diné Marriage Act of 2005,” *Wicazo Sa Review* vol. 24, no. 2 (Fall 2009): 221-241

“Carving Navajo National Boundaries: Patriotism, Tradition, and the Diné Marriage Act of 2005,” *American Quarterly* vol. 60, no. 2 (June 2008): 289-294

“Chairmen, Presidents, and Princesses: The Navajo Nation, Gender, and the Politics of Tradition,” *Wicazo Sa Review* 21:1 (Spring 2006): 9-44

“Discontinuities, Remembrances, and Cultural Survival: History, Diné/Navajo Memory, and the Bosque Redondo Memorial,” *New Mexico Historical Review* 82:3 (Summer 2007): 295-316

“Remembering Our Grandmothers: Navajo Women and the Power of Oral Tradition,” in *Indigenous Peoples’ Wisdom and Power: Affirming Our Knowledge Through Narratives*, ed. Nomalungelo I. Goduka and Julian Kunnie (Great Britain: Ashgate Press, 2006): 78-94

“The Navajos in the Twenty-First Century,” in *The Navajo*, Peter Iverson with additional text by Jennifer Nez Denetdale (New York: Chelsea House Publishers, 2005): 97-121

“‘One of the Queenliest Women in Dignity, Grace, and Character I Have Ever Met’: Navajo Women and Photography—Portrayals of Juanita, 1868-1910,” *New Mexico Historical Review* (Summer 2004): 289-318

“Planting Seeds of Ideas and Raising Doubts About What We Believe: An Interview with Vine Deloria,” Jr.” *Journal of Social Archaeology* Vol. 4, No. 2 (2004): 131-146

“Representing Changing Woman: A Review Essay on Navajo Women,” *American Indian Culture and Research Journal* 25:3 (2001): 1-26

WORKS IN PROGRESS:

Oral history project on the Navajo Scouts, in collaboration with the Navajo Nation Museum

“Navajo Women, Gender, and the Politics of Tradition,” book-length study

PRESENTATIONS

Keynote, “Return to the Uprising at Beautiful Mountain, 1913: The Navajo Nation, Gender, and the Politics of Gender,” Navajo Nation Bar Association, Flagstaff, AZ, June 6, 2013

“The Diné/Navajo Long Walk: War, Remembrance, and Hope,” Miami University, Oxford, Ohio, March 25, 2011

“Native American Historiography and Claiming Space for Tribal Historians,” University of California, Los Angeles, March 9, 2011

Invited presenter, “The Politics of Tradition: Gender and the Navajo Nation,” University of Michigan, Ann Arbor, May 2005

“Diné/Navajo Women: At the intersection of Nation, Gender and Tradition,” Telling New Mexico Inaugural Lecture Series, New Mexico History Museum, Santa Fe, NM, August 22, 2010

GRANTS AND FELLOWSHIPS

Funding to bring Native scholars to UNM, Feminist Research Institute, UNM 2007 and 2013

New Mexico Office of the State Historian Research Fellowship, 2008

John Topham and Susan Redd Butler Faculty Fellowship, Brigham Young University, Summer 2007

SERVICE

Commissioner, Navajo Nation Human Rights Commission, 2012-2013

Consultant, New Mexico State Museums and Monuments, Summer and Fall 2013

Consultant, National Museum of the American Indian, Washington, D.C., 2011 to the present
Navajo Nation Human Rights Commission

Guest curator, Navajo Nation Museum, “Hastiin Ch’il Hajiin and Diné Leaders,” Summer 2010

Consultant and expert witness, Navajo Nation Dept. of Justice, 2009-2010

LANGUAGES

English and Navajo

ALYOSHA GOLDSTEIN
AMERICAN STUDIES DEPARTMENT
UNIVERSITY OF NEW MEXICO

ACADEMIC APPOINTMENTS

2011–present Associate Professor of American Studies, University of New Mexico.
2005–2011 Assistant Professor of American Studies, University of New Mexico.

EDUCATION

2005 PhD, American Studies Program, New York University, New York, NY.
2001 MA, American Studies Program, New York University, New York, NY.
1990 BFA, The Cooper Union for the Advancement of Science and Art, New York, NY.

PUBLICATIONS

BOOKS AND EDITED VOLUMES:

Poverty in Common: The Politics of Community Action during the American Century
(Duke University Press, 2012)

Editor, Formations of United States Colonialism (Duke University Press, 2014)

Co-editor (with Jodi Byrd, Jodi Melamed, and Chandan Reddy), “Economies of Dispossession,”
a special issue of *Social Text* (in preparation for 2015)

Co-editor (with Alex Lubin), “Settler Colonialism,” a special issue of *South Atlantic Quarterly*
107, no. 4 (Fall 2008)

SELECTED PUBLICATIONS:

“Possessive Investment: Indian Removals and the Affective Entitlements of Whiteness,” in
special forum on “Whiteness Redux or Redefined?,” ed. Min Hyoung Song and Cynthia Young,
American Quarterly 66, no. 4 (forthcoming December 2014)

“Toward a Genealogy of the U.S. Colonial Present,” in *Formations of United States Colonialism*
(Duke University Press, forthcoming November 2014)

“Colonialism, Constituent Power, and Popular Sovereignty,” in forum on “Indigeneity’s
Difference: Methodology and the Structures of Sovereignty,” ed. Jodi A. Byrd, *J19: The Journal*
of Nineteenth-Century Americanists 2, no. 1 (Spring 2014)

“Finance and Foreclosure in the Colonial Present,” *Radical History Review* 118 (Winter 2014)

“Where the Nation Takes Place: Proprietary Regimes, Antistatism, and U.S. Settler
Colonialism,” *South Atlantic Quarterly* 107, no. 4 (Fall 2008)

“On the Internal Border: Colonial Difference, the Cold War, and the Locations of ‘Underdevelopment,’” *Comparative Studies in Society and History* 50, no. 1 (January 2008)

“The Attributes of Sovereignty: The Cold War, Colonialism, and Community Education in Puerto Rico,” in *Imagining Our Americas: Toward a Transnational Frame*, eds. Sandhya Shukla and Heidi Tinsman (Durham, NC: Duke University Press, 2007)

“The Jurisprudence of Domestic Dependence: Settler Colonial Possession and Adoptive Parents v. Baby Girl,” in “Critical Race, Queer, Material Feminisms: Reflecting on Dispossession,” ed. Brenna Bhandar and Davina Bhandar (forthcoming)

“Colonialism Undone: Pedagogies of Entanglement,” in Sandy Grande, *Red Pedagogy: Native American Social and Political Thought 10th Anniversary edition* (Lanham, MD: Rowman & Littlefield, forthcoming)

“The Duration of Inequality: Limits, Liability, and the Historical Specificity of Poverty,” in *Territories of Poverty: A New Agenda of Poverty Scholarship*, ed. Ananya Roy and Emma Shaw Crane (University of Georgia Press, forthcoming 2015)

PRESENTATIONS

“Economies of Dispossession and the Historical Specificity of Poverty,” History Department Lecture Series, University of California, Los Angeles. May 2014.

Invited roundtable panelist, “Beyond the Global Great Society: Critical Perspectives on the Decade of Development as Lessons for Today,” A symposium of the Critical Issues in America Series and the Great Society at Fifty, University of California, Santa Barbara. May 2014.

“Economies of Dispossession and the Historical Specificity of Poverty,” 2014 History Collective Speaker, University of California, San Diego. April 2014.

“Keepseagle, Global Land Grabs, and Colonialism This Time,” Debt and the Commons: The Historical Present of Property and Indigenous Dispossession symposium, Harvard Law School, Cambridge, MA. March 2014.

“What Is Now the United States: Settler Colonialism, Sovereignty, and Human Rights,” Prince Alwaleed Bin Talal Bin Abdulaziz Alsaud Center for American Studies and Research (CASAR), American University of Beirut, Lebanon. April 2013.

“Economies of Jurisdiction in the Colonial Present,” Center for the Study of Ethnicity and Race, Columbia University, New York. February 2013.

“The Horizon of Incrimination: Poverty, Liberalism, and Colonial Difference,” Center for Place, Culture and Politics, The Graduate Center, City University of New York. February 2013.

“The Horizon of Incrimination: Poverty, Liberalism, and Colonial Difference,” Department of Sociology and Anthropology Lecture Series, University of Puerto Rico, Río Piedras, PR. November 2012.

“Poverty, Neoliberal Governance, and the Crisis This Time,” Cultural Studies Colloquium Series, University of California, Davis. October 2012.

“The Duration of Inequality,” Territories of Poverty: A New Agenda of Poverty Scholarship conference, University of California, Berkeley. Organizers: Ananya Roy and Emma Shaw Crane, September 2012.

“Poverty in Common,” Department of Social and Cultural Analysis, New York University, New York, NY. February 2012.

“Unsettling Jurisdictions: Indigenous Peoples and the Conventions of International Law,” *Law’s Imperial Fields* workshop, International Institute for the Sociology of Law, Oñati, Spain. Organizers: Julian Go and Renisa Mawani. June 2010.

“Suspect Government: Democracy, Colonialism, and the Properties of Anti-Tribalism,” Department of Geography Colloquium, University of California, Berkeley. March 2010.

PROFESSIONAL HONORS AND RESEARCH FELLOWSHIPS

- 2010 Faculty Conference Travel Grant, Latin American and Iberian Institute, UNM.
- 2010 Faculty Research Grant, Institute for American Indian Research, UNM.
- 2009 Nominated for Outstanding Teacher of the Year Award, 2008-2009, University of New Mexico, Albuquerque, NM.
- 2007 Dean’s Summer Research Award, College of Arts and Science, University of New Mexico, Albuquerque, NM.
- 2006 2005-2006 Dean’s Outstanding Dissertation Award, Graduate School of Arts and Science, New York University, New York, NY.
- 2005 The Ralph Henry Gabriel Dissertation Prize, American Studies Association.
- 2004 Dean’s Dissertation Fellowship, Graduate School of Arts and Science, New York University, New York, NY.
- 2004 Horace Samuel and Marion Galbraith Merrill Travel Grant in 20th-Century American Political History, Organization of American Historians.
- 2003 Moody Grant, Lyndon Baines Johnson Foundation, Austin, TX.
- 2002 Dissertation Fellow, International Center for Advanced Studies, NYU, New York.

SERVICE

Department of American Studies, UNM:

Director of Graduate Studies (2010–2011, 2014–2015)

Director of Undergraduate Studies (2009–2010)

Curriculum committee (2010–present)

Executive Advisory Committee to the Department Chair (2008–2013, 2014)

Co-organizer, American Studies Lecture Series (2005–2014)

UNM committee to the Newberry Consortium in American Indian Studies, D'Arcy McNickle Center for American Indian History at the Newberry Library.

Professional Service:

Chair, Committee on Graduate Education, American Studies Association

Manuscript reviewer: Duke University Press, Oxford University Press, Routledge/Taylor & Francis, University of Arizona Press, University of California Press, University of Minnesota Press, American Quarterly, American Indian Quarterly, American Indian Culture and Research Journal, Aztlán: A Journal of Chicano Studies, Native American and Indigenous Studies Journal, Political Power and Social Theory, e-cadernos ces (Center for Social Studies, University of Coimbra, Portugal)

Proposal evaluator, Social Sciences and Humanities Research Council of Canada (2010)

Organizing Committee, "Indigenous Liberation and the Grounds of Decolonization: A Symposium to Honor the Life and Work of John Redhouse," University of New Mexico, April 2013.

Organizing Committee, Rocky Mountain American Studies Association Annual Meeting, University of New Mexico, Albuquerque, NM, March 2006.

KATHLEEN A. HOLSCHER

ACADEMIC APPOINTMENTS

Assistant Professor and Endowed Chair of Catholic Studies, August 2012-present.
Department of American Studies and Religious Studies Program, University of New Mexico.

Assistant Professor, August 2008-August 2012.
Department of Theology and Religious Studies, Villanova University.

EDUCATION

Ph.D. in Religion, September 2008. Department of Religion, Princeton University, Princeton, New Jersey.

Masters of Arts in Religion, September 2005. Department of Religion, Princeton University.

Bachelor of Arts, June 2001. Swarthmore College, Swarthmore, Pennsylvania.

PUBLICATIONS

Religious Lessons: Catholic Sisters, Public Education and the Law in Mid-Century New Mexico.
New York: Oxford University Press, 2012.

“Contesting the Veil in America: Catholic Habits and the Controversy over Religious Clothing in the United States,” *Journal of Church and State* 54, no. 1 (Winter 2012): 57-81.

“A Decision that Spits in the Face of Our History”: Catholics and the Mid-Century Fight Over Public Prayer and Bible Reading (forthcoming, *The Catholic Historical Review*).

WORKS IN PROGRESS:

“A Spirituality You Can Put a Handle On”: Vatican II, Memory and Ministry in Rural New Mexico,” book chapter, *The Lived History of Vatican II* (eds. Robert Orsi, Kathleen Sprows Cummings, Timothy Matovina).

“This is how I Remember the Finest Man I Ever Knew:” Military Commemoration, the Politics of Healing, and the Miraculous in the Cause of Fr. Emil Kapaun,” article solicited by *U.S. Catholic Historian*.

HONORS AND AWARDS

Selected Participant, Young Scholars of American Religion Seminars, Center for the Study of Religion and American Culture, Indiana University- Purdue University Indianapolis, 2013-2015.

John Tracy Ellis Dissertation Award, American Catholic Historical Association, 2007.

Dissertation Completion Fellow, Mellon / American Council of Learned Societies, 2007-2008.

PRESENTATIONS

“Vatican II and the Experience of Priestly Authority in Rural New Mexico,” International Conference on the Lived History of Vatican II, University of Notre Dame, April 2014.

Panel respondent. “New Paradigms in American Catholic Studies,” American Academy of Religion annual meeting, November 2013.

“School Prayer, Bible Reading, and the Catholic Vocabulary of Religious Freedom in Mid-Century America,” New Worlds of Faith: Religion and Law in Historical Perspective, University of Pennsylvania, June 2013.

Panel Moderator, “Exhibiting Latino Popular Religious Traditions: New Mexico in a Transnational Context,” University of New Mexico, Santa Fe, NM, Spring 2013.

"Catholic Sisters, Public Schools: The Church-State Battle that Rocked New Mexico and Captivated the Nation," North American Academy of Liturgy (NAAL) Annual Meeting, January 2013.

“A Decision that “Spits in the Face of Our History”: Catholics, Protestants and the Changing Church-State Vision of 1960s America.” American Historical Association (AHA) Annual Meeting, January 2012.

SERVICE

Executive Committee Member, Religious Studies Program, University of New Mexico, Fall 2012-present.

Lecture Series Committee Member, American Studies Department, University of New Mexico, Fall 2013-present.

Honors Thesis Director, Samantha Andrews, Honors College, University of New Mexico, Fall 2013-present. Responsibilities included semi-weekly meetings with student.

Graduate Student Advisor, Marthia Fuller, Ph.D. student. American Studies Department, Fall 2013-present.

Planning Committee Member and Panel Moderator, Spring 2013.

“Exhibiting Latino Popular Religious Traditions: New Mexico in a Transnational Context,” University of New Mexico.

Dissertation Committee Member, Spring 2013-present.
Linda Eleshuk Roybal, American Studies Department, University of New Mexico.

Editorial Consultant, February 2011-June 2012, American Catholic Studies (journal), Villanova University.

Steering Committee Member, November 2009-Spring 2013, Cultural History of the Study of Religion Group,
American Academy of Religion.

Steering Committee Member, Spring 2013-present, Religion in the American West Group,
American Academy of Religion.

Peer Reviewer, Spring 2014, American Catholic Studies.

Peer Reviewer, Fall 2010, Journal of Church and State.

Peer Reviewer, Spring 2010, Journal of Peace and Justice Studies.

Peer Reviewer, Summer 2009, Journal of the American Academy of Religion.

ALEX LUBIN

ACADEMIC APPOINTMENTS

Ph.D. University of Minnesota, American Studies, 2000

PUBLICATIONS

BOOKS:

- 2014: Geographies of Liberation: The Making of an Afro-Arab Political Imaginary, John Hope Franklin Series (Chapel Hill: University of North Carolina Press).
- 2013: (editor) Shifting Borders: Conference Proceedings of the Fourth International CASAR Conference, (Beirut, Lebanon: American University of Beirut Press) October 2013.
- 2007: (editor) Revising the Blueprint: Ann Petry and Literary Left (Jackson, MS: University Press of Mississippi, 2007). 179 pages (hardback).
- 2005: Romance and Rights: The Politics of Interracial Intimacy, 1945-1954 (Jackson, MS: University Press of Mississippi, 2005). 183 pages (hardback).

WORKS IN PROGRESS:

(Co-editor with Marwan Kraidy) American Studies Between the American Century and the Arab Spring (under contract at University of North Carolina Press).

(Co-editor with Lisa Hajjar) The Cultural Front in the War on Terror: Essays on Popular Culture and War.

CHAPTERS:

- 2012: “‘Fear of an Arab Planet’: The Sounds and Rhythms of Afro-Arab Internationalism,” in Arab American Literature and Culture, Alfred Hornung and Martina Kohl, eds., a special issue of the American Studies Monograph Series, Universitätsverlag Winter, Heidelberg no. 58 (2012): 243-63.
- 2009: “Locating Palestine in pre-1948 Black Internationalism.” Lead chapter in Manning Marable and Hisham Aidi, eds., Black Routes to Islam (London: Palgrave 2009): 17-32.
- 2007: “The Black Middle East,” in Patrick McGreevy, ed., America in the Middle East, The Middle East in America: Proceedings of the First International Conference of the Center for American Studies and Research, American University of Beirut (Beirut: American University of Beirut Press, 2007): 63-75.

REFEREED ARTICLES:

- In Press: "Black Panther Palestine," *Studies in American Jewish Literature*, (invited contribution).
- "Between the Secular and the Sectarian: Malik Shabazz's Afro-Arab Political Imaginary," in special of *Journal of Africana Religions* on the 50th Anniversary of Malcolm X's passing.
- 2014: "Peace Dividends," in "Circuits of Influence: U.S., Israel, Palestine," *Social Text* Periscope, June 5, 2014, http://socialtextjournal.org/periscope_article/peace-dividends/
- 2013: (co-authored with Les Field, Melanie Yazzie, Jakob Schiller) "The Israel-Palestine Field School: Decoloniality and the Geopolitics of Knowledge," *Social Text*. 117, November 2013.
- (reprise) "'Fear of an Arab Planet': The Sounds and Rhythms of Afro-Arab Internationalism," *Journal of Transnational American Studies*, Vol. 5, No. 1., Summer 2013.
- 2008: "'We Are All Israeli': The Politics of Comparative Colonialism," *South Atlantic Quarterly*, Vol. 107, no. 4 (Fall 2008): 671-90.
- 2007: "Locating Palestine in pre-1948 Black Internationalism," *Souls: A Critical Journal of Black Politics, Culture, and Society*, Vol. 9, no. 2 (April, 2007): 95-108.
- 2004: "What's Love Got To Do With It?" The Politics of Race and Marriage in the 1948 Perez v. Sharp Decision," *OAH Magazine of History*, Vol. 18, no. 4 (July 2004): 31-7.
- In process: "American studies, the Arab Spring, and the Twilight of the 'American Era,'" submitted to *American Quarterly*.

A. GABRIEL MELÉNDEZ

ACADEMIC APPOINTMENTS

Distinguished Professor, (2014-) Department of American Studies, University of New Mexico, Albuquerque, NM.

Chair, (1999 –2008 & 2011- 2013) Department of American Studies, University of New Mexico, Albuquerque, NM.

Summer Faculty, (1997 – 2005) Bread Loaf School of English New Mexico Campus, Middlebury College, Middlebury, VT.

Professor (May, 2002 - present) Department of American Studies, University of New Mexico, Albuquerque, NM.

EDUCATION

Ph.D., May, 1984, University of New Mexico, Albuquerque, NM, Latin American Literature, Department of Modern and Classical Languages.

FELLOWSHIPS AND AWARDS (RECENT)

Recipient (2014) Fulbright Faculty Senior Teaching Fellow to Hungary, U.S. and Hungarian Fulbright Commissions.

Recipient (2014) University of New Mexico Distinguished Professor Award, the University's highest faculty rank.

PUBLICATIONS

BOOKS:

Hidden Chicano Cinema: Film Dramas in the Borderlands, Rutgers University Press, 2013: 274 pages.

So All Is Not Lost: The Poetics of Print in Nuevomexicano Communities, 1834-1958, University of New Mexico Press, 1997: 268 pages and reprinted by the University of Arizona Press, 2005.

The Biography of Casimiro Barela, University of New Mexico Press, 2003: 470 pages*.

*Plus Six Additional Edited or Co-edited Books

SELECTED ARTICLES AND CHAPTERS:

“Growing Up: Book Culture in the Land of Scarcity and Want,” in *With a Book in Their Hands: Chicano/a Readers and Readership Across the Centuries*, Manuel M. Martín-Rodríguez, editor, University of New Mexico Press, 2014: 131 -141.

“Américo Paredes and Angélico Chávez: Sangre, Sotanas and Guitarras on the Camino Real to Aztlán,” *Nuevas reflexiones en torno a la literatura y cultura chicana*, Julio Cañero, editor, Instituto Franklin de Estudios Norteamericanos, Universidad Alacalá, Alcalá, Spain, 2010: 131 –141.

“Who are the ‘salt of the earth? Competing Images of Mexican Americans in *Salt of the Earth and And Now*, Miguel,” *Expressing New Mexico: Nuevomexicana/o Creativity, Everyday Ritual, and Collective Remembrance*, Phillip Gonzales, editor, University of Arizona Press, 2007: 115-138.

“Nuevo México by Any Other Name: Creating a State from an Ancestral Homeland,” *Contested Homeland: A Chicano History of New Mexico*, David Maciel and Erlinda Gonzales-Berry, editors, University of New Mexico Press, 2000: 143-168*.

*Plus forty-six additional items.

PRESENTATIONS

Guest lecturer, “Legends and Thieves: Recovering Stories from Hispanic New Mexico,” Albuquerque Oasis Summer Course, Albuquerque, July 22, 2014.

Invited Presenter, “Red Sky at Morning, The Milagro Beanfield War and Bless Me, Ultima: Latino-themed Representations in Books and On-Screen,” Latino Film Festival and Conference: Transnational Lives, Latino Studies Program, Indiana University, April 5, 2014*.

* Plus forty-two other scholarly talks

SERVICE

Member, Provost’s Tenure and Promotion Committee (2014 -)

Member, Latin American and Iberian Institute, Executive Committee (2013-)

Member, American Studies, Executive Committee (2013 -)

Member, National Digital Newspaper Program Advisory Committee (Zimmerman Library) (2012 -- present)

Editorial Board Member, *Aztlán: Journal of Chicano Studies*, University of California at Los Angeles (2008 - present).

General Editor, *Paso por aquí Series on New Mexican Hispanic Letters* (2000 - present).

Advisory Editor, *Confluencia*, Hispanic Studies, University of Northern Colorado (2002 - present).

Board Member, (2000 - present) *Recovering the U.S. Hispanic Literary Heritage Project*, University of Houston, Houston, TX

Member (1999 – 2008; 2010 - 2013) American Studies Association, Chairs and Directors
Committee on Programs.

REBECCA M. SCHREIBER
American Studies Department
MSC03 2110, 1 University of New Mexico
Albuquerque, NM 87131
rschreib@unm.edu

ACADEMIC APPOINTMENTS

Associate Professor, Department of American Studies, UNM, 2009-present.
Assistant Professor, American Studies Department, UNM, 2003-2009

EDUCATION

Ph.D. in American Studies, Yale University, 2000
M.A. in American Studies, Yale University, 1994
B.A. in American Studies, Wesleyan University, 1989

PUBLICATIONS

BOOKS:

Migrant Lives and the Promise of Documentation (University of Minnesota Press, under review).
Cold War Exiles in Mexico: U.S. Dissidents and the Culture of Critical Resistance, Minneapolis: University of Minnesota Press, 2008.

ARTICLES AND CHAPTERS:

“The Undocumented Everyday: Migrant Rights and Performative Strategies in the work of Alex Rivera,” Editors Sara Blair, Franny Nudelman and Joseph Entin, *Remaking Reality* (University of North Carolina Press, forthcoming)

“Migrant Rights and Performative Strategies,” *Journal of American Studies*, Special Issue on U.S. Immigration. (Forthcoming)

“Reconfiguring Documentation: Immigration, Activism and Practices of Visibility” Editors Claire F. Fox, Santiago Vaquera-Vásquez and Omar Valerio-Jimenez, *The Latino Midwest* (University of Illinois Press, forthcoming)

“Visible Frictions: Documentary and Self-Representation in the U.S.-Mexico Borderlands” Editors Katherine Morrissey and John-Michael Warner, *US/Mexico Border Spaces: Arts, Built Environments, and Landscapes* (University of Arizona Press, forthcoming)

“Confronting Regimes of Legality in ‘Sanctuary City/Ciudad Santuario, 1989-2009’” *Radical History Review* Special Issue: “Calling the Law into Question: Confronting the Illegal and Illicit in Public Arenas,” Issue 113 (Spring 2012).

“Dislocations of Cold War Cultures, Exile, Transnationalism, and the Politics of Form,” Editors Sandhya Shukla and Heidi Tinsman, *Imagining Our Americas: Towards a Transnational Frame* (Duke University Press, 2007).

“Resort to Exile: Willard Motley’s Postwar Writings on U.S. Tourism in Mexico,” Editor, Nicholas Bloom, *Adventures into Mexico: American Tourism Beyond the Border* (Rowman and Littlefield Press, Scholarly Resources Books Division, Jaguar Series on Latin America, 2006).

“The Labors of Looking: Unseenamerica and the Visual Economy of Work,” *American Quarterly*, Volume 56, Number 4 (December 2004).

ACADEMIC HONORS, FELLOWSHIPS AND GRANTS

Seminar Participant, The Latino Midwest, Obermann Center, University of Iowa, 2013
Research Allocation Committee Grant, UNM, 2003, 2004, 2005, 2006, 2009, 2013
Latin American Iberian Institute Course Proposal and Event Grants, UNM, 2013, 2014
College of Arts and Sciences Award for Teaching Excellence, UNM, 2008
Faculty Recognition Award, Mortar Board Honor Society, UNM, 2007
American Studies Association Community Partnership Grant, 2005, 2006
Feminist Research Institute Research Grant, University of New Mexico, 2003
John Perry Miller Research Grant, Yale University, 1999
Yale University Dissertation Fellowship, 1998-1999
John F. Enders Dissertation Fellowship, Yale University, 1998
Beinecke Rare Book & Manuscript Library’s Fellowship for Graduate Students, 1997
Yale Club of New Haven Scholar, 1995 - 2000

PRESENTATIONS

“Visible Frictions: Documentary and Self Representation in the U.S.-Mexico Borderlands,” Seminar on Latino and Borderlands Studies, Newberry Library, Chicago, November 2, 2012.

“The Politics of Visibility: Dream Activists, Digital Media and Migrant Mobilization,” “The Latino Midwest,” Obermann-International Programs Humanities Symposium, University of Iowa, October 11-13, 2012.

“Confronting Regimes of Legality in ‘Sanctuary City/Ciudad Santuario, 1989-2009.’” Co-sponsored by the Public History Program and the History Department, University of California, Riverside, March 15, 2011.

“Marking Boundaries: Migrants, Minutemen and the U.S.-Mexico Borderlands.” University of California, Berkeley, March 17, 2010. Co-sponsored by the Transnational American Studies Working Group and the African American Studies Department.

“The Circulation of Empathy: Mexican Migrants and the Documentary Structure of Feeling,” The “Feeling Photography” Conference, University of Toronto, October 16-17, 2009.

SERVICE

Manuscript reviewer, Duke University Press, University of Minnesota Press, Rutgers University Press, Pearson Longman Press, American Quarterly, Journal of Transnational American Studies, Sexualities.

ANTONIO T. TIONGSON JR.

American Studies
University of New Mexico
425 Humanities
Albuquerque, NM 87131

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Email: ationgson@unm.edu

ACADEMIC APPOINTMENTS

University of New Mexico, American Studies, Assistant Professor, 2012-present

EDUCATION

Ph.D., Ethnic Studies, University of California, San Diego, January 2006
Dissertation: "Filipino Youth Cultural Politics and DJ Culture."

M.A., Ethnic Studies, University of California, San Diego, 1999
Thesis: "Imperial Legacies and Filipino/a Subjectivities: 'What War, Sex, and Work Got To Do With It.'"

M.A., Clinical and School Psychology, Hofstra University, 1995

M.A., Clinical Psychology, San Francisco State University, 1994
Thesis: "Sexual and Contraceptive Knowledge and Efficacy among Pilipinos and Other Ethnic Groups."

B.A., Psychology, University of California, Berkeley, 1991

PUBLICATIONS

Co-editor (with Danika Medak-Saltzman and Iyko Day) for an upcoming special issue of the *Critical Ethnic Studies (CES)* journal revolving around the issue of what it means to engage in comparative scholarship across disciplines.

Filipinos Represent: DJs, Racial Authenticity, and the Hip-hop Nation (Minneapolis: University of Minnesota Press, 2013).

"Reflections on the Contours and Trajectory for a Critical Filipino Studies," in Rick Bonus and Dina C. Maramba, eds., *The Other Students: Filipino Americans, Education, and Power* (Charlotte, NC: Information Age Publishing, forthcoming).

"Claiming Hip Hop: Authenticity Debates, Filipino DJs, and Contemporary U.S. Racial Formations," in Martin Japtok and Rafiki Jenkins, eds., *Authentic Blackness/"Real" Blackness* (New York, New York: Peter Lang Publishing, Inc., 2011).

Positively No Filipinos Allowed: Building Communities and Discourse, co-edited with Edgardo V. Gutierrez and Ricardo V. Gutierrez (Philadelphia: Temple University Press, 2006).

TEACHING

University of New Mexico, American Studies, Assistant Professor, 2012-present

AMST 500: American Culture Studies

AMST 550: Comparative Racialization: Blackness, Indigeneity and Latinidad

AMST 309: Youth, Power, and Social Movement

AMST 540: Claiming Culture: Cultural Theory, Authenticity Debates and the Mapping of Cultural Boundaries

AMST 184: Introduction to American Popular Culture

AMST 340: Hip Hop and Ya' Don't Stop: Issues, Debates, and Controversies

PROFESSIONAL ASSOCIATIONS

Member, Association for Asian American Studies (AAAS)

Member, American Studies Association (ASA)

Member, Critical Filipina/o Studies Collective (CFSC), 2003-Present

Volunteer, Filipinos for Affirmative Action (FAA), Summer 1997

GRANTS AND AWARDS

Asian American Studies Postdoctoral Fellowship, University of Illinois, Urbana-Champaign (UIUC), 2006-2007 (Declined)

Consortium for a Strong Minority Presence (CSMP) Fellow (now known as Consortium for Faculty Diversity or CFD), Postdoctoral Fellowship, Vassar College, 2006-2007 (Declined)

Consortium for a Strong Minority Presence (CSMP) Fellow, Postdoctoral Fellowship, Mount Holyoke College, 2005-2006

SERVICE

Member, Curricula Committee, 2014-present

Reviewer for a journal article entitled "Zines at Work: Visualizing Diasporic Filipino Identities in the .45 Kaliber Proof," for the journal Asian Diasporic Visual Cultures and the Americas (ADVA), 2014

Reader for book proposal entitled Resounding Afro-Asia: Fusion Music and the Politics of Unity, submitted to Oxford University Press, 2013

MICHAEL L. TRUJILLO

Department of American Studies and the
Chicana and Chicano Studies Program
The University of New Mexico
Department of American Studies

ACADEMIC APPOINTMENTS

PRINCIPAL POSITIONS:

- 2013-present Associate Professor, American Studies and Chicana/o Studies, University of New Mexico.
2007-2013 Assistant Professor, American Studies and Chicano/Hispano/Mexicano Studies, University of New Mexico.
2006-2007 Assistant Professor, Reach for Excellence Endowed Professorship, Honors and Anthropology, University of Oklahoma.

CONCURRENT, VISITING OR TEMPORARY POSITIONS:

- 2009-present Faculty Affiliate, Department of Anthropology, University of New Mexico.
2008 (summer) Adjunct Professor, Humanities, Northern New Mexico College.
2005-2006 Visiting Assistant Professor, Anthropology, Southwest Studies, and American Cultural Studies, Colorado College.
2003-2004 Assistant Instructor, Anthropology, University of Texas at Austin.
2001 Instructor, University of New Mexico at Los Alamos.
1999 Teaching Assistant, Anthropology, University of Texas at Austin.

EDUCATION

- Ph.D. (2005) University of Texas at Austin, Borderlands Program, Social Anthropology.
Dissertation: "The Land of Disenchantment: Transformation, Continuity, and Negation in the Greater Española Valley, New Mexico."
Dissertation director: José E. Limón.
M.A. (1998) University of Texas at Austin, Borderlands Program, Social Anthropology.
B.S. (1995) Central Washington University, Anthropology.
B.A. (1995) Central Washington University, Spanish.
Douglas Honors College, Central Washington University.

PUBLICATIONS

BOOKS:

- The Land of Disenchantment: Latino Identities, Negations, and Transformations in Northern New Mexico. University of New Mexico Press. 2009.

ARTICLES IN REFEREED JOURNALS:

America Profunda: Compelling Symmetries in Trans-American Studies or Dialectical Americas. "American Quarterly: The Official Publication of the American Studies Association. Under Review. Aztlan: A Journal of Chicano Studies. Submitted March 2014.

"New Mexico." Oxford Bibliographies in "Latino Bibliographies." New York: Oxford University Press, March 19, 2013.

<http://www.oxfordbibliographies.com/view/document/obo9780199913701/obo-9780199913701-0042.xml> .

"Oñate's Foot: Remembering and Dismembering in Northern New Mexico." 2008. Aztlán: A Journal of Chicano Studies 33(2):91-119.

"A Northern New Mexican 'Fix': Shooting Up and Coming Down in the Greater Española Valley." 2006. Cultural Dynamics 18(1):89-112.

(with Cathleen E. Willging and W. Azul La Luz) "Ethnography of Drug Use and Barriers to Care in the Española Valley of New Mexico." 2004. New Mexico Epidemiology Report. 2004(5):1-7.

REPORT:

(with Cathleen E. Willging and W. Azul La Luz) "Ethnography of Drug Use, Help-Seeking Processes, and Behavioral Health Care Needs," 2003. Final report by the New Mexico Department of Health and Health Policy Commission (This is a 136 page document).

OTHER WRITINGS (SELECTED):

"Hispano Culture." 2012. In Celebrating Latino Folklore: An Encyclopedia of Cultural Traditions, ed. Maria Herrera-Sobek, ed., Pp. 604-606. Santa Barbara CA:ABC-CLIO.

"Américo Paredes." 2012. In Celebrating Latino Folklore: An Encyclopedia of Cultural Traditions, ed. Maria Herrera-Sobek, ed., Pp. 882-883. Santa Barbara CA:ABC-CLIO.

"Afterward: Global Pandemics and Remedios Nuevomexicanos." 2011. In Amadito and the Hero Children of the Vaccine/Amadito y los Niños Héroe de la Vacuna, Enrique Lamadrid, Pp. 48-57. Albuquerque: University of New Mexico Press.

Review of Designs for an Anthropology of the Contemporary. by Paul Rabinow, George E. Marcus, James D. Faubion, and Tobias Rees. 2011. Journal of Anthropological Research. 67(1).

Erasing Ethnic Studies: How Arizona's Bill to Kill Multicultural Education is a Self-Fulfilling Prophecy. 2010. Weekly Alibi. 17 May 20-26.

Review of Corridors of Migration: The Odyssey of Mexican Laborers, 1600-1933, by Rodolfo F. Acuña. 2009. New Mexico Historical Review. 84(4): 547-548.

Review of Transforming Images: New Mexican Santos In-Between Worlds, edited by Claire Farago and Donna Pierce. Museum Anthropology. 2009. Museum Anthropology 32(1):72-74.

PROFESSIONAL RECOGNITION, HONORS, AND FELLOWSHIPS

2013 Nominee, Outstanding Teacher of the Year Award, Office for the Support of
Effective

Teaching. University of New Mexico.

2010 Nominee, Latin American Association Article Award (by Chicano Studies
Research

Press, University of California Los Angeles).

Second Runner Up, Best Locally Authored Book of the Year. Best of Santa Fe
2010. The

Santa Fe Reporter.

2004-2005 Riley Fellow, Southwest Studies and Anthropology, Colorado College.

2004 (summer) Ethel-Jane Westfeldt Bunting Fellowship, School of American Research

- 2001-2002 University Thematic Fellowship, University of Texas at Austin.
University Federal Credit Union Fellowship, University of Texas at Austin.
- 2001 Best Writer, Rio Grande SUN Readers' Choice Awards, Española, NM.
Española School Board of Education Resolution Number 01-06, In Appreciation
of Michael L. Trujillo for Professionalism and Cooperation and for Fair
and Accurate Reporting, Española, NM.
- 1996-1999 Graduate Opportunity Program Fellowship, University of Texas at Austin.
- 1995 Selected Speaker, Honors Graduation Student Address, Central Washington
University.

IRENE VASQUEZ
Email: ivasquez@unm.edu
505-277-0998

ACADEMIC APPOINTMENTS

2011 - Present Director, Chicana and Chicano Studies, University of New Mexico, Albuquerque, New Mexico.

2011 - Present Associate Professor, American Studies, University of New Mexico, Albuquerque, New Mexico.

2010 - 2011 Convener, Council of Chairs for the California State University Academic Senate, Long Beach, CA

2010 - 2011 Chair, Academic Senate, California State University Dominguez Hills, Carson, CA.

2006 - 2011 Division Head, World Cultural Studies, California State University Dominguez Hills, Carson, CA.

2005 - present Chair and Professor, Chicana/o Studies Department, California State University Dominguez Hills, Carson, CA.

2010 - present Interim Coordinator, Asian Pacific Studies Program, California State University Dominguez Hills, Carson, CA.

2009 - 2010 Interim Coordinator, Social Behavioral Sciences and Women's Studies, California State University Dominguez Hills, Carson, CA.

2006 - 2007 Project Coordinator, Ford Foundation Grant, California State University Dominguez Hills.

2006 - 2007 Visiting Postdoctoral Scholar, Chicano Studies Research Center, University of California, Los Angeles. Los Angeles, CA

2005 - 2006 Coordinator, Social Behavioral Sciences Program, California State University Dominguez Hills, Carson, CA.

2000 - 2004 Associate Professor, Social Science Department, East Los Angeles College, Monterey Park, CA.

EDUCATION

2003 **PhD in History**
University of California, Los Angeles Latin America, Chicana/o History
Title of the dissertation
"The Indigenous Factor in Nueva Vizcaya: The North of Mexico, 1550-1790"

1994 **MA in History**
University of California, Riverside
Colonial and Modern Latin America and Early U.S. field

1992 **BA in History**
University of California, Los Angeles
Major in History

PUBLICATIONS

BOOKS AND EDITED VOLUMES:

- Co-Author, *Making Aztlan: Ideology and Culture of the Chicana and Chicano Movement, 1966-1977*, University of New Mexico Press, 2014.
- Co-Editor, *The Borders In All of Us: New Approaches To Global Diasporic Societies*, New World African Press, 2006.
- Editor, *Proceedings of Pacific Coast Council on Latin American Studies, Volume 21*, Xlibris Publications, 2005.
- Co-author, "Latino-Latino Americanos, 2000: Things Social Do Not Melt into the Air," Latino Museum, Los Angeles, California 2005.

ESSAYS, ARTICLES, AND BOOK CHAPTERS:

- Co-author, "Name Narratives: A Tool for Examining and Cultivating Identity", *Chicana/o Latina/o Law Review*, Volume 32, Issue 2, University of California, 2014.
- Co-author, "La Comida y La Conciencia: Foods in the Counter-Poetics of Lorna Dee Cervantes," in *Rethinking Chicana/o Literature through Food: Postnational Appetites*, Palgrave Macmillan, 2013.
- Co-author, "Mentoring as a Labor of Mutual Love and Support: Enhancing Student and Faculty Academic Success," 2011 Mentoring Conference Proceedings, Mentoring Institute, University of New Mexico, 2011.
- Author, "The Longue Duree of Africans Among Mexicans: The Historiography of Racialization, Acculturation and Afro-Mexican Subjectivity," *Journal of African American History*, Riverside, CA: University of California Riverside, volume 95, no. 2, Spring 2010.
- Author, "Sources for the History of the Indigenous Peoples of North Mexico," *Sources and Methods for the Study of Postconquest Mesoamerican Ethnohistory*, Provisional Version (e-book), co-edited with James Lockhart and Lisa Sousa, Eugene, Ore.: Wired Humanities Project, University of Oregon, 2007. <http://whp.uoregon.edu/Lockhart/index.html>

FELLOWSHIPS AND AWARDS

- | | |
|-----------|---|
| 2008 | Transformational Leadership Award, California State University, Dominguez Hills, Carson, CA. |
| 2007 | Congressional Recognition for Education, Justice and Equality Award, awarded by Latino Faculty and Staff Association, California State University, Dominguez Hills, Carson, CA. |
| 2007 | Education, Justice and Equality Award, Latino Faculty and Staff Association, California State University, Dominguez Hills, Carson, CA. |
| 2005 | E. Bradford Burns Award, Pacific Coast Council on Latin American Studies, Los Angeles, CA. |
| 2004 | Post doctoral seminar, Harvard University, Massachusetts. |
| 1999-2000 | Carey McWilliams Fellowship, University of California, Los Angeles, Los Angeles, CA. |
| 1998-1999 | UC Mexus Dissertation Research Grant, Riverside, CA. |
| 1998-1999 | Latin American Studies Research Grant, University of California, Los Angeles, Los Angeles, CA. |

- 1998-1999 Institute of American Cultures, University of California, Los Angeles, Los Angeles, CA.
- 1998 History Department Summer Grant, University of California, Los Angeles, Los Angeles, CA.
- 1997-1998 History Teaching Assistant Fellowship, University of California, Los Angeles, Los Angeles, CA.
- 1997-1998 Center for the Study of Women Small Grant, University of California, Los Angeles, Los Angeles, CA.

Appendix C

Department of American Studies
History and Development Since
September 2003

Overview

The Department of American Studies has faced and surpassed a number of challenges in the years since its last program review in 2003. While a host of changes, initiatives and developments have visited the Department in the ensuing years, American Studies' history over recent years is best appreciated when placed in the context of three discernable moments that have set the course of change and development for the Department. This report takes up the following three moments: 1) American Studies in the Wake of the 2003 Program Review, 2) American Studies: A Third Decade as a Department and 3) Working at a New Scale: American Studies at UNM as a Mid-Size Department.

American Studies in the Wake of the 2003 Program Review

American Studies last underwent an Academic Program Review (APR) in 2003. American Studies faculty found the 2003 review to be the most complete and thorough evaluation of programs in the history of the Department, albeit that the review was limited to the Graduate Program. The Department was delighted by the

Milestones

Spring, 2003

Renowned Hopi filmmaker and photographer Victor Masayesva, Jr. is named artist-in-residence in the Department.

The number of American Studies Graduate Students stands at 60. The number of officially declared undergraduate majors stands at 43.

Fourteen Affiliated Faculty across ten UNM departments collaborate with American Studies.

American Studies Film Night Series is launched.

Undergraduate and Graduate Students organize "Visibility and Voice: Women of Color Mixed Heritage, Ethnicity, Race," drawing over 300 attendees.

positive outcomes cited in executive summary of the External Review Report and in the finely tuned assessment that can be found throughout the whole of the 2003 report. The Department was pleased to have independent confirmation that the hard work of the faculty, students, alumni of the Department had paid high dividends at this point in its history. The report documented verifiable and noteworthy accomplishments in several categories of scholarly and professional endeavor in American Studies. Faculty, students and the university community were gratified to know that the Department had become “a national leader in graduate education in American Studies;” that it was a highly esteemed program on the UNM campus; that it occupied a central position in “promoting interdisciplinary thinking at UNM” and that American Studies at UNM was in step with national and international developments in the discipline.

The Department took the report as a call to move forward and following the review American Studies faculty engaged in extended discussions regarding how best to build on recommendations in the final report of the external review committee. The external review committee urged College officers to invest in American Studies, concluding, “We believe that wise investment in the Department of American

AY 2003 - 2004

Associate Professor Beth Bailey becomes Acting Chair of American Studies while Professor Meléndez is on sabbatical leave.

Studies will pay off handsomely for the university as a whole, and truly enhance this unit's capacity to be a campus leader in interdisciplinarity and diversity, as well as the enrichment of the overall intellectual environment on campus" (External Review Report, 6). Looking to emerge in the top 10 American Studies programs over the next few years the Department worked to garner support and resources to meet the following objectives:

- maintain the core faculty in American Studies and to whenever possible to increase the core faculty in American Studies beyond 8.0 FTE over the next five years,
- seek support from the College Office to initiate an American Studies Scholars Lecture Series,
- seek resources to employ a technical support person (at least .50 FTE in American Studies) to aid in computer technology and web-based curriculum design and development,
- work with the Office of Graduate Studies (OGS) to increase the number of graduate fellowships for students admitted into American Studies and to streamline the process of receiving them,

- seek new resources to allow the Department to offer multi-year financial packages to incoming graduate students,
- work with the Provost and the central administration to increase institutional commitment to interdisciplinary studies by recognizing the central role of American Studies in this work and, which in the view of the review team “places it within several critical areas of the strategic plan, we believe that the Department of American Studies should receive special consideration for university support” (External Review Report, 6).

Despite its efforts American Studies continued to face challenges especially in the area of retaining and recruiting faculty and graduate students. Personnel changes in academic year 2003 – 2004 were especially disquieting as they included the departure of one faculty member due to a negative mid-probationary review and the departure of senior scholar Beth Bailey who accepted a position in History at Temple University. Equally disappointing was deferred arrival of Jake Kosek, a specialist in environmental studies who was hired in a national search the year before. These gaps left a faculty reduced in strength to cover an enormous range of needs in the department. Undeterred the faculty continued implementing a number

of recommendations from the review. Professors Amanda Cobb and Rebecca Schreiber joined efforts to create a greater sense of community among undergraduate majors in the department and the American Studies colloquium series was reinvigorated and began to offer a program of well-received talks by American Studies faculty, graduate students and nationally prominent scholars. Assistant Professor Alex Lubin took up the recommendation from the 2003 review to redesign the departmental web page.

Enthusiasm for meeting its long range goals returned to American Studies in AY 2004 – 2005 when the Department saw itself in a position of increasing strength and distinction in marked areas of its graduate program. A. Gabriel Meléndez, Chair reported “it [is] clear that the department was outpacing the prognosis of our external reviewers in 2003” and went on to note “with greater commitment and support, American Studies at the University of New Mexico is within striking distance of emerging in the top ten programs on a national level within the next five to ten years” (External Review Report, 5). Meléndez was confident that if subjected to National Research Council (NRC) rankings, American Studies would be among the top 10 American Studies graduate programs in the nation. He rested his

assertion on the Department's distinctive features such as its faculty-student diversity, its location in Hispanic-serving UNM and the close articulation between its undergraduate and graduate programs. Each of these dimensions had been strengthened by recent developments in the Department. Affirming that American Studies excelled at fostering interdisciplinary research and at building student and intellectual diversity in its programs Meléndez affirmed, "We believe that our graduate programs enjoy distinction at the University of New Mexico." The positive outlook was the result of American Studies having been successful in filling faculty departures through opportunity hires approved by the Dean of Arts and Sciences. In all, four faculty appointments were made in 2004-2005 and included the addition of two full-time Assistant Professors and two tenured part-time Professors. Beyond increasing the size of the department these appointments were of enormous strategic importance since they increased American Studies' visibility as a leader in interdisciplinary graduate education. The additions included the deferred appointment of Jake Kosek (Ph.D. Geography, U.C. Berkeley, 2002) and the appointment of Aloysha Goldstein (Ph.D. American Studies, New York University, 2005) a scholar with research and teaching interests in globalization,

social movements and comparative colonialisms. Goldstein joined the faculty full time in the fall of 2005 as a consequence of a spousal hire in our department. Laura E. Gómez (Ph.D. (Sociology)/J.D. Stanford University, 1994) came to UNM from the University of California at Los Angeles where she held a joint appointment in Sociology and the Law School and after spending a year as a resident scholar at the School of American Research (SAR) in Santa Fe. At SAR Professor Gómez had worked on comparative racialization and the American legal system. Gerald Vizenor (Emeritus Professor, American Studies, University of California at Berkeley), among the best-known and most widely published scholars on Native American literature and the author of some 30 books and dozens of scholarly essays on Native America, joined the department as .50 FTE senior-rank member of the faculty in the fall of 2005. Laura Hall who was also left U.C. Berkeley was added as an adjunct faculty to teach in Southwest Studies. Notice of these hires had begun to circulate in American Studies circles and in far-ranging interdisciplinary areas like ethnic studies, environment/nature studies, southwest studies and critical legal studies. The potential for American Studies to become a national academic power was in sight and at hand.

AY 2004 – 2005

Professor Gabriel Meléndez is named to a second three-year term as Chair of the Department.

Professor Amanda Cobb, a founding member of IFAIR (Institute for American Indian Research), is appointed as its first director.

American Studies engages in innovative cross-College faculty hiring with the joint appointment of Professor Laura Gómez in American Studies and the UNM Law School.

Professor Gerald Vizenor joins the faculty in American Studies.

The pressing matter of faculty turnover in the prior three years was further eased during this period by a number of positive faculty evaluations over the next several semesters. First came the successful tenure and promotion in the spring of 2004 of Professor Amanda Cobb, a specialist in Native American Studies and was followed by positive mid-career reviews of Professor Alex Lubin in 2005 and of Professor Rebecca Schreiber in 2006.

Among the most significant developments for the long-range stability of the Department was the successful hire of Sandy Rodrigue as Department Administrator in the early spring of 2005. Within months of her hire, Sandy's administrative capacities and people skills had put faculty, graduate and undergraduate students at ease and communicated to all that the department was on sure footing. Following her first full year as Department Administrator in 2005-2006, A. Gabriel Meléndez noted that much had been accomplished in short order. Rodrigue had overseen the electronic approval of the undergraduate curriculum revisions, coordinated the department's implementation of the Banner Student/Academic modules and reviewed the course catalog course descriptions to see that they complied with the implementation of the Banner reporting system as it

arrived on campus. She had also become an important liaison between American Studies and other offices across campus including the Arts and Sciences Dean's Office and the Office of Graduate Studies.

American Studies: Third Decade as a Department

2006 marked the anniversary of the American Studies' 30th year as an academic department at UNM. 1975 to 1978 were momentous and decisive years for American Studies. As the first interdisciplinary field in Arts and Sciences at UNM, American Studies had been offering the PhD in Southwest Studies since 1949, but the vagueness of the term "interdisciplinary field" gave way to a more formal way of recognizing its curriculum and student interest when American Studies added the B.A. and PhD degrees and gained department status in 1975. Three years later the M.A. degree was added to American Studies. While this pattern of development is not common in the academy, thankfully conformity is not a hallmark of American Studies as a discipline. On a return visit to her alma mater, celebrated Laguna writer, Leslie Marmon Silko casually remarked that when she was a graduate student at UNM in the 1970s American Studies had the reputation of being the

Spring, 2005

PhD candidate, Fiona Sinclair shows off her biodiesel car to students on the campus mall. The car was retrofitted with a biodiesel gas tank with the aid of students in AMST 182 "Introduction to Environment, Science and Technology."

Sandy Rodrigue is hired as Department Administrator.

“coolest” department on campus. Cool, meant daring, innovative, bold, open to new thinking and resourcefulness.

2006, the mid-point year in the third decade of the Department’s history became the appropriate moment to reflect on its history. The look back revealed an inspiring legacy going back to a time when national concerns like movements for minority civil rights and women’s’ rights and controversy over the country’s involvement in Viet Nam redefined what it meant to be an American and led students to new academic pursuits. In the view of one 2003 external reviewer, American Studies’ role at UNM still was still to “bridg[e] the unnatural gap which separates the campus from the outside world”.

Momentous times but also strong faculty personalities had given shape to American Studies over the years. Some of the names, somewhat distant thirty years later, were enthusiastically revisited in celebration of the lasting and varied accomplishments of a number of pioneering scholars. Especially prized was the work of Joel Jones, Charles Biebel, Marta Weigle, Sam Girgus, Vera Norwood, Gerald Davis and Jane Young. These early faculty members had shaped American Studies, made it “cool”

From 2003 to 2006 American Studies graduates 25 PhD candidates and 19 MA candidates.

AY 2006 – 2007

The American Studies Undergraduate Student Association (ASUSA) is established.

The Center for Regional Studies (CRS) and the Center for Southwest Research (CSWR) award fellowships to three American Studies graduate students. Each fellow gives a talk in Zimmerman Library as part of the award.

American Studies Critical Film Series continues.

American Indian Quarterly, edited by Professor Amanda Cobb is housed in the Department.

and, most important of all, kept it dead center within UNM's mission to create informed and prepared undergraduate and graduate students. No mention of the department's success could go forth without acknowledging the hundreds of students, who armed with the constructive, informative and concerned viewpoints they garnered in their classes, had gone on to contribute to countless areas of social and educational endeavor, as teachers, artists, administrators, curators and authors.

The 2005 – 2006 academic year also marked the close of the remarkable career of Regents' Professor Jane Young. Department Chair, A. Gabriel Meléndez found this an appropriate moment to survey Professor Young's contributions to American Studies. He noted that Professor Young came to American Studies in 1987 as an Associate Professor after having first been recruited to the Department of Anthropology and the Center for the Study of Folklore and Ethnomusicology at the University of Texas at Austin. With a PhD from the University of Pennsylvania, an institution with a renowned Anthropology department, Professor Young applied her training to a one-of-a-kind graduate curriculum where students could specialize in folklore and folk life studies. Professor Young's dissertation completed in 1982 was titled, "Images of Power, Images of Beauty: Contemporary Zuni Perceptions of

Rock Art” and provided a powerful academic credential to her continuing work in “new regionalism.”

In American Studies at UNM, Professor Young’s research and teaching interests had been equally divided between folklore/folk life and Southwest Studies. After coming to UNM her education continued. Her work on Zuni ethno-poetics, verbal art and astronomical systems placed her in the role of becoming a student once again in her close work with the Pueblo community. To prepare herself to do fieldwork Professor Young learned enough Zuni language to become sufficiently adept enough in Zuni verbal and visual communication reveal the power of Zuni verbal arts as found in anthropological texts collected at the turn of the century. Another facet of Professor Young’s work in American Studies has been her interest in connections between folklore and gender studies. Taking cues from her research at Zuni and her discovery there of the relatively egalitarian nature of gender roles, she incorporated this knowledge into her later examinations of how gender worked cross-culturally and how gender remained a key variable in social action. Her vast experience in fieldwork and ethnography accompanied a more recent research interest: a study of

an emerging community of potters in Mata Ortiz, Chihuahua, Mexico.

In the twenty years that Professor Young taught in American Studies she served several terms as undergraduate advisor and as graduate director. She has also served on numerous graduate admissions and faculty search committees. She directed some 30-plus dissertations in American Studies and directed 20-plus MA theses. She has received numerous awards, which included being selected as UNM Regents Lecturer from 1995-1998. In all, Professor Young has supplied American Studies at UNM with those greatest of values: intellectual openness and compassion for her students. She has been a fine colleague and her retirement signals a major loss in American Studies.

Professor Vera Norwood, former American Studies department chair, had been serving as Senior Associate Dean of the College since 1999 and was named Interim Dean of the College of Arts and Sciences in April 2005. Alongside her administrative duties Professor Norwood continued to advise and direct a limited number of graduate students in American Studies and her position of leadership in the College had the additional effect of providing greater visibility for the

Department.

Lingering concerns regarding faculty turnover in American Studies subsided with the successful early promotion and tenure bid of Professor Alex Lubin in 2007 and with the successful tenure of Professor Rebecca Schreiber two years later.

Working at a New Scale: American Studies at UNM as a Mid-Size Department

Two bountiful hiring years cycles and a string of standard replacement hires would eventually convert American Studies from a small to a mid-size department in American Studies in the College of Arts and Sciences. In 2006-2007 American Studies carried out two national searches for joint-appointments—one with Women Studies and the other with the Chicano/Hispano/Mexicano Studies Program. Splitting FTE hires into .50 probationary hires figured as a new terrain for the Department. These interdepartmental collaborations began to open up American Studies to new cross-disciplinary, cross-College expansion. The first of these positions filled a gap in Gender and Sexuality Studies that had existed at UNM for some time.

American Studies core faculty size increases to 7.25 full-time equivalents.

The search with Women Studies led to the hire of Dr. Amy Brandzel (PhD University of Minnesota, 2006). A second gap in the Southwest Studies field was first identified in 2003 and widened considerably with the retirement of Professor Jane Young in 2005. This circumstance led to a joint search with Chicano/Hispano/Mexicano Studies (CHMS) – then an academic unit in University College—for a faculty member to cover overlapping curricular needs in both programs. This search led to the hire of Dr. Michael T. Trujillo (PhD University of Texas, 2005). Professor Trujillo’s appointment promised to increase our strength in Southwest Studies by helping each unit to rethink its curriculum under the broadly conceived paradigm of a “new regionalism,” and by making Southwest Studies more fully interdisciplinary through the inclusion of questions of trans-nationalism, border studies, and globalization.

These two joint appointments were of strategic and tactical importance and edged American Studies to a middle size department. The roster of faculty tallied 9.50 full-time equivalents, a historic high for the Department a tally that included Professor Amanda Cobb who was on a 2-year leave of absence to work with the Chickasaw nation in Oklahoma. In addition, the core American Studies faculty

Spring, 2006

Regent’s Professor M. Jane Young retires after a 20-year career and after directing some 30 PhD dissertations and 20 plus MA theses.

The department hosts the Rocky Mountain American Studies Annual Conference. The conference under the theme “New Critical Regionalism in American Studies,” draws over 70 faculty and graduate students. The department honors Professor Jane Young at a special celebration of her career and Professor Gerald Vizenor provides the keynote lecture to close the meeting.

The Undergraduate Major Concentration in Southwest Studies is revised.

Alex Lubin is promoted to Associate Professor with tenure.

American Studies increases the number of joint-appointments with the split hire of Professor Michael Trujillo in American Studies and the Chicano/Hispano/Mexicano Studies Program and the hire of Professor Amy Brandzel in American Studies and the Women Studies Program.

drew on the support of fourteen Affiliated Faculty in tenure track appointments in Arts and Sciences and in Fine Arts.

There has not been a year in which the faculty has not focused considerable effort to insure the successful completion of graduate degrees. American Studies has long pondered how as a graduate unit it could be expected to attract high caliber graduate students with the meager graduate student aid packages it offered incoming students. In AY 2006 – 2007 American Studies again grappled with the question of how it could reasonably be asked to rise to distinction in graduate training without being provided with sufficient financial resources that will allow the department to compete with its comparable institutions. The 2003 review had provided a check on how our graduate financial aid packages matched up with those of peer institutions. At that time the Department sought to measure itself against the University of Minnesota’s graduate program in American Culture Studies: “Long-considered a top-tier AS program, we include Minnesota, as something of a “quality mark” the Department would like to reach in the next five to seven years” (Self-Study, 7). The constant struggle for the Department continued to be the recruitment of graduate students with limited financial aid dollars. In the face of this limitation the

The Department establishes the Lisa McNary Graduate Research Award in honor of Lisa McNary (PhD 1993) for high performance in AMST 500 and the M. Jane Young Research Award.

The American Studies Graduate Student Association (ASGSA) designs and creates the first ever department tee shirts as part of the 30th year celebrations.

Department explored all possible options, including working with the College and with the Office of Graduate Studies to find ways to bundle financial offers as attractive and competitive inducements for recruiting graduate students to our program. Even as American Studies reached for national standing and grew in faculty size it continued to make the case that substantial improvement of its graduate programs could only happen through the allocation of new GA and TA lines to our department. The Department continued to avail itself of several short-term fixes including participating in what was then called the “TA-Export Program” in Arts and Sciences. American Studies also began to pilot several new large-format sections of its introductory courses. These courses, taught by core faculty and American Studies Teaching Assistants were part of another College program called “Initiatives for Success.”

In early 2008 American Studies Chair A. Gabriel Meléndez shared the news that Mellon Foundation Board of Trustees had at its December meeting approved a grant request for \$700,000 to fund a proposal from six UNM departments to fund PhD fellowships for Native Americans, Latinos and others committed to advancing the scholarship on the history and culture of the aforementioned groups. In the prior

AY 2007-2008

Pueblo Indian Studies scholar, Matthew Martínez is named Adjunct Visiting Professor during Professor Amanda Cobb’s leave of absence.

Spring, 2008

CRS partners with American Studies to support the American Studies Community Partnership Internship Program.

Gerald Vizenor is promoted to Distinguished Professor, the highest faculty rank at UNM.

American Studies becomes one of six UNM departments participating in a four year \$700,00 Mellon Foundation Award Program to provide Diversity Doctoral Fellowships to support the work of Latino and Native American dissertation candidates.

months Professor Meléndez had worked closely with representatives of the five other Arts and Sciences departments to craft a proposal that would meet criteria set by Mellon Program Officer, Lydia English. The Mellon Diversity Dissertation Fellowship Program as outlined in the original proposal sought to

1. Recruit and retain talented Latino and Native American graduate students to a set of College of Arts and Sciences doctoral programs at UNM that include a humanistic social sciences perspective. Students selected for this program would include those whose interests center on qualitative, linguistic, documentary, ethnographic, or material culture study of local communities-their cultures, histories and languages- using the rich resources of UNM;
2. Emphasize critical social issues involving multidisciplinary collaborations on topics such as historical preservation, cultural heritage, land and water rights, identification and restoration of local plant and agricultural resources, environmental change, language preservation and retention, health disparities, and strengthening local traditions in the face of rapid, globalizing change;
3. Provide competitive, multi-year graduate fellowships to students completing their doctoral degrees in Anthropology, American Studies, Communications and Journalism, History, Linguistics, and Sociology;
4. Identify appropriate models that lead to successful completion of doctoral education for individuals from traditionally underrepresented or disadvantaged groups;
5. Increase the numbers of doctorates from these groups, including those who are Hispanic or Native American, in the social sciences and related humanities at UNM; and

Fall, 2008

Alex Lubin begins his first year as Chair.

The Paula Gunn Allen Endowed Lecture Series is created to honor former alumna and Laguna, New Mexico resident.

6. Place these individuals as they complete their studies as faculty at American universities and colleges.

The arrival of the five-year Mellon program was a boon to American Studies that had long worked to increase the number of doctorates from groups that had been traditionally underrepresented in the academy. The program represented the first time dissertation fellowships at UNM would be earmarked for this purpose.

The Department hosted the national American Studies Association Conference in Albuquerque in the fall of 2008. The work of preparing to host the American Studies Association (ASA) meeting, begun in 2006, was an on-going part of work in the Department. Professor Alex Lubin was appointed by ASA to chair the site committee for 2008 and took the lead in implementing a series of pre-conference workshops and meetings that modeled our curricula and faculty initiatives to American Studies programs in this country and abroad.

Professors A. Gabriel Meléndez, Rebecca Schreiber, and Alex Lubin organized local events for the conference, including a performance by Guillermo Gómez-Peña at the National Hispanic Cultural Center, a film night featuring Native American filmmakers at the Indian Pueblo Cultural Center, and a tour of local sites that

attracted a high number conference participants. In addition, UNM American Studies faculty and graduate students were featured throughout the conference program.

A special highlight of the conference was the UNM American Studies reception, which featured a celebration of recent faculty publications, including books by Professors Vizenor, Schreiber, Gómez's as well as a special issue of *South Atlantic Quarterly* edited by Professors Lubin and Goldstein. Hosting ASA in Albuquerque provided a wonderful opportunity to showcase the talent of our faculty and graduate students and bring the strength of our graduate program to the attention of the ASA membership.

In the spring of 2010 the National Research Council (NRC) released long-awaited data on doctoral student rankings. For the first time, American Studies doctoral programs were included in the rankings. Notwithstanding, the NRC rankings and the debate about academic ranking in general, American Studies received the highest ranking, in one measure, of any PhD program at UNM. In one statistical measure we rank fifth in the nation, placing UNM's program in the top-25% nationally.

Spring, 2009

Dr. Rebecca Schreiber is promoted to Associate Professor with tenure.

Fall, 2009

Vera Norwood, Professor of American Studies is awarded the Mary C. Turpie lifetime achievement award from the American Studies Association (ASA).

In addition to the excellent outcome of the NRC rankings there were other clear outcome tied to the Department's graduate education mission. Two American Studies PhD students won the prestigious Ford Foundation Pre-doctoral Fellowship. Only 40 awards were granted nationally. In addition, American Studies graduate students found placements in a tenure track job at UNM, a post-doctoral fellowship at the University of Illinois Urbana Champaign, and in administrative positions at the University of Florida and Brown University.

While the Department added new faculty in Fall 2011 it was also faced with other departures. Professors Lubin and Gómez embarked on multi-year leaves. Alex Lubin was slated to be in residence at the American University of Beirut while Laura Gómez was headed to the UCLA Law School. Professor Gómez would eventually take a permanent position at UCLA. At the close of the spring semester the Department moved to new office space in the Humanities Building. It was to share the renovated fourth floor with the Women Studies and Religious Studies programs, as well as the International Studies Institute. The Department gained much needed office space, including workstations and offices for graduate TA's.

In AY 2009 – 2010 the department conducted a national search for a tenure-track faculty member specializing in Native American Studies. This search attracted a very impressive field of candidates and ended with the hire of Dr. Jennifer Denetdale at the rank of Associate Professor. Dr. Denetdale began her appointment in the Fall 2010.

The Department honored the career of Professor Vera Norwood, who retired at the end of Spring 2010. Dr. Norwood built a distinguished career as a scholar, mentor and administrator. She served as Department Chair and Dean of the College of Arts and Sciences. Professor Norwood also developed an academic concentration around Environment, Science and Technology, which drew interdisciplinary resources from across Colleges in the University. Because of her outstanding contributions to the Department and our University, she was honored by the faculty as a Professor Emeritus of American Studies

The Department braced itself to weather the decline in state appropriations to higher education while continuing to serve as one of the most diverse academic units on campus, and one of the most diverse American Studies graduate programs in the

nation. The entering cohort of graduate students in the fall of 2010 reflects the department's long-standing commitment to diversity. Chair Alex Lubin reported that "In an incoming class of twelve graduate students, eight self-identity as students of color. By this time the beneficial effect of the Mellon Diversity Doctoral Fellowship Program could be fully appreciated as Native American and Latino graduate students who had opted to attend our Department because of our faculty strengths reached the end of their degree programs. Between 2008 and 2014 six American Studies dissertation candidates would receive Mellon Awards, with five of the six completing their PhD programs in a timely fashion.

In the face of potential cuts American Studies was able to develop some new revenue streams by developing online courses, building its summer offerings, and scheduling more courses at UNM West. The Department also successfully competed for a Fulbright Scholar in Residence Program award. Along with the Department of Foreign Languages and Literature, the Department of American Studies hosted Algerian/Moroccan author, Kebir Mustapha Ammi in the Fall of 2011.

AY 2010 – 2011

American Studies and the Department of Foreign Languages and Literatures host, Fulbright Scholar, Professor Kebir Mustapha Ammi. Professor Ammi a well-known Algerian novelist who resides in France contributed courses on North African/Algerian Francophone literature, cultural politics to the UNM students and by providing public lectures to interested students and faculty.

Spring, 2010

Professor Vera Norwood retires after a 25-year career at UNM. She chaired the department from 1993 to 1999; created the Environmental, Science and Technology field. Her scholarship provides a link to geographical and intellectual specificity in American Studies and Southwest Studies. She directed a number of PhD dissertations and MA theses before becoming an Associate Dean and then Interim Dean of the College of Arts and Sciences. She is named Professor Emeritus of American Studies in 2010.

In one NRC ranking measure American Studies places fifth in the nation, placing UNM's program in the top-25% nationally.

Dr. Alyosha Goldstein is promoted to Associate Professor with tenure.

Fall, 2010

Jennifer Nez Denetdale joins the faculty as an Associate Professor with tenure.

Despite the significantly slowed pace of new faculty hiring, the Department took part in three academic searches and succeeded in filling one full time, and two half-time faculty positions. It was able to fill the Environment, Science, and Technology line made available by Professor Norwood's retirement. After a long and detailed national search Dr. David Correia was hired at the rank of Assistant Professor. In addition, the Department benefitted from searches taking place in two related programs. The Department would also share half of the line of Dr. Irene Vásquez, who joined UNM as the Director of Chicano/Hispano/Mexicano Studies as an Associate Professor. In addition, it would share half of the line of Dr. Kathleen Holscher, who was recruited as the endowed Chair in Catholic Studies housed in the Religious Studies program.

The Department continued to develop international initiatives by hosting Fulbright scholars in 2010 and again in 2012. In addition, with the help of American Studies affiliated faculty, Peter White, the Department began planning for the formation of an international MA program, which was to serve as a platform for international students to study American Studies at UNM. A pilot summer graduate course was

Spring, 2011

Two American Studies PhD students win prestigious five-year Ford Foundation Pre-doctoral Fellowships.

Professor Alex Lubin is named Director of the Alwaleed bin Talal Center for American Studies and Research at the American University of Beirut and begins a three-year leave of absence from the Department.

The department engages in a second round of intra-department joint hires leading to the hire of Professor Irene Vásquez as Director of Chicana/o Studies (formerly CHMS) and of Professor Katherine Holscher, Chair of Catholic Studies.

Professor A. Gabriel Meléndez is named Interim Chair of American Studies.

offered by Professor White at the University of Graz in Austria as part of this effort.

American Studies added to its faculty ranks as a result of two hires from a single national search. The AY 2011-2012 hires were the result of receiving approval from the Dean to hire an Assistant Professor in American Studies' Popular Culture field. American Studies received a total of 293 applications for the position. At the end of a grueling search, the faculty found that two remaining candidates (Shanté Smalls and Tony Tiongson) merited consideration as concurrent hires. Professor Tiongson's dossier was sent to the College Diversity Committee, which recommended his hire under the Dean's initiative to build diversity appointments in Arts and Sciences.

In an era of declining applications to the graduate program the focus of the Graduate Director turned to graduate recruitment. Graduate Director, Rebecca Schreiber organized the New Graduate Student Open House, supported by an OGS grant, in August 2011. She also organized teaching and professionalization workshops for our cadre of graduate students. The open house aimed to recruit prospective graduate students and became an activity that has helped promote the graduate program both within and outside UNM.

Not merely content with the increase in faculty numbers, the Department continued to work to achieve its strategic goals: 1) recruiting faculty and graduate students; 2) increasing the number of its undergraduate majors and minors; 3) ensuring the undergraduate and graduate programs train students in all areas that are important to the department; 4) continuing to build faculty excellence in research and publishing; 5) increasing administrative support; 6) building strength in the area of Environment, Science, and Technology and Southwest Studies; 7) building community within the Department, across campus, and 8) building international connections with scholars and programs.

At the start of AY 2012 – 2013 American Studies had eight full-time faculty appointments and eight joint appointments for a total number of 12 FTE teaching faculty. Retirements and departures from the faculty would reduce the total by 1.50 FTE at the end of the reporting period, but still left in place the highest grouping of instructors in the history of the Department. American Studies, along with six other departments, was invited to be a part of a second major initiative to support graduate students pursuing the doctorate in the Humanities when the Bilinski Educational Foundation established the Russel J. and Dorothy S. Bilinski

AY 2012 – 2013

Two full time faculty lines (Tiongson and Smalls) are added to the Popular Culture field in the department.

American Studies becomes a participating department in the College making its graduate students eligible for Bilinski Humanities Dissertation Fellowships.

Michael Trujillo is promoted to Associate Professor with tenure.

Faculty strength in American Studies reaches eight full-time faculty appointments and eight joint appointments for a total of 12 teaching faculty members—the highest grouping of instructors in the history of the department.

American Studies hosts Dr. Judith Kádár of the American Studies program at Esterházy Karoly College in Eger, Hungary. As a Fulbright Scholar, Dr. Kádár holds a five-month residency at UNM. Professor Kádár's scholarship investigates notions of symbolic ethnicity and constructed identities in literature and expressive culture.

Renowned Anishinaabe writer and Distinguished Professor Gerald Vizenor announces his retirement. Southwest Studies Scholar, Professor Laura Hall a former professor in American Studies at U.C. Berkeley also announces her retirement. Professors Vizenor and Hall served the department for the last six years.

Department Administrator, Sandy Rodrique is awarded the Gerald W. May Staff Award, the most

Fellowship Program in the College of Arts and Sciences. The newly established fellowships in the College of Arts & Sciences provide valuable financial support for top, meritorious doctoral students with demonstrated financial need who are conducting research for, and or completing, their doctoral dissertations. News of the renewal of a second round of the Mellon Diversity Dissertation Fellowship in 2014 signals continuing possibilities for American Studies' doctoral candidates to fund their research.

The Department expanded its efforts to build international collaborations in AY 2013 – 2014. Discussions between Fulbright scholar-in-residence, Dr. Judit Kádár and Professor A. Gabriel Meléndez, initiated the process that would result in the creation of a formal exchange agreement between UNM and Esterházy Károly College in Eger, Hungary which was signed by the UNM Provost, the Dean of Arts and Sciences and visiting dignitary, Dr. Agnes Horvath, the Vice Rector for International Affairs at EKC at a signing ceremony in September 2013. The agreement provides for the establishment of a number of future exchange opportunities between UNM and EKC and strengthens the Department's reach and in the arena of international American Studies, particularly with respect to emerging

prestigious award a staff member can receive. Ms., Rodrigue has been with the department since December 2005.

Faculty Affiliate, Professor Peter White retires from English and American Studies.

Emeritus Professor of American Studies, Vera Norwood returns to UNM as Interim Chair for AY 2013-2014.

AY 2013 – 2014

programs and associations in Europe.

Leadership in American Studies since 2003 has been predictable and stable.

Professor A. Gabriel Meléndez who oversaw the 2003 review and implemented its recommendations chaired the Department from 1999 – 2008 when Alex Lubin, then Associate Professor became Chair. Professor Lubin completed a three-year term as Chair before leaving to direct the American Studies Center at American University of Beirut. Professor Meléndez served another two-year term as Interim Chair before electing to step down. When the Department faced a moment of uncertainty in the selection of someone to chair the Department in AY 2013 -2014, Professor Vera Norwood, three years into her retirement, generously agreed to return to campus and become Interim Chair for the year. Professor Norwood's decision to answer this call has been immensely beneficial to the Department. Her administrative experience made for a seamless transition from one administration to the other and guaranteed continuity for the Department. Her solid judgment in departmental policy, her flare for governance, her fairness and equanimity of purpose moved the Department past the breach of leadership it faced in the summer and fall of 2014. Fortunately, the increased size of the Department has made

David Correia (EST) is promoted to Associate Professor with tenure.

Alex Lubin is promoted to full Professor. A. Gabriel Meléndez is promoted to Distinguished Professor.

From 2007 to 2014 American Studies graduates 34 PhD candidates and 37 MA candidates. In the spring of 2014 it graduates the largest undergraduate class its history with 10 students receiving the BA.

possible a more predictable rotation of the two other positions of leadership in the Department: that of Director of Graduate Studies and that of Director of Undergraduate Studies. In an era of declining graduate student applicants American Studies continues to admit robust cohorts of new MA and PhD students each fall. In all, the American Studies at UNM rests on a strong and resilient history of achievement that begins with the Department's point of inception in 1949.

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Annual Report of the Department of American Studies, College of Arts and Sciences, July 1, 2008 to June 30, 2009. Alex Lubin, Chair

Annual Report of the Department of American Studies, College of Arts and Sciences, July 1, 2009 to June 30, 2010. Alex Lubin, Chair

Annual Report of the Department of American Studies, College of Arts and Sciences, July 1, 2010 to June 30, 2011. Alex Lubin, Chair

Annual Report of the Department of American Studies, College of Arts and Sciences, July 1, 2011 to June 30, 2012. A. Gabriel Meléndez, Interim Chair

Annual Report of the Department of American Studies, College of Arts and Sciences, July 1, 2012 to June 30, 2013. A. Gabriel Meléndez, Interim Chair

DEPARTMENT NEWSLETTERS

American Studies Newsletter, Spring, 2003, A. Gabriel Meléndez, (general editor)

American Studies Newsletter, Spring, 2004, Beth Bailey, (general editor)

American Studies Newsletter, Spring, 2005, A. Gabriel Meléndez, Sandy Rodrigue (staff editor)

American Studies Newsletter, Spring, 2006, A. Gabriel Meléndez, (general editor)

American Studies Newsletter, Spring, 2007, A. Gabriel Meléndez, (general editor, Dana Herrera (staff editor).

American Studies Newsletter, Spring, 2008, A. Gabriel Meléndez, (general editor); Clare Daniel (staff editor)

American Studies Newsletter, Spring, 2009, Alex Lubin (general editor) Amanda Singh Bans and

Katie Councilor (staff editors)

American Studies Newsletter, Spring, 2010, Alex Lubin (general editor) Christina Juhász-Wood (staff editor)

American Studies Newsletter, Spring, 2011, Alex Lubin (general editor) Farah Nousheen (staff editor)

American Studies Newsletter, Spring, 2012, A. Gabriel Meléndez, (general editor) Farah Nousheen and Eileen Shaughnessy (staff editors)

American Studies Newsletter, Spring, 2013, A. Gabriel Meléndez, A. Gabriel Meléndez, (general editor) Dina Barajas and Miles Cleaver (staff editor).

UNM NEWS REPORTS

“Kadar Shares American Studies Through International Lens,” October 12, 2012,
<http://news.unm.edu/news/kadar-shares-american-studies-through-international-lens>.

“UNM Collaborates with Hungarian College,” September 23, 2013,
<http://news.unm.edu/news/unm-collaborates-with-hungarian-college>.

Appendix

D

programs viewed by faculty as top-notch.

Institution, program	S-Rank High	S-Rank Low	Research High	Research Low	Students High	Students Low	Diversity High	Diversity Low	R-Rank High	R-Rank Low
Boston U. American & New England Studies	16	21	6	15	18	22	22	22	11	20
Bowling Green State U. American Culture Studies	7	14	10	19	1	5	13	17	9	21
Brown U. American Civilization	4	11	5	14	4	13	7	11	4	16
College of William and Mary American Studies	5	13	1	4	10	18	12	17	7	19
Florida Atlantic U. Comparative Studies	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
George Washington U. American Studies	17	21	12	20	5	19	16	20	15	22
Harvard U. Hist. Of American Civ.	1	4	1	3	1	9	14	18	1	3
Indiana U. at Bloomington American Studies	4	14	12	20	1	15	8	12	3	14
Michigan State U. American Studies	9	15	11	20	4	11	10	14	8	20
New York U. American Studies	1	5	1	4	5	14	1	6	3	10
Purdue U. Main Campus American Studies	15	21	6	16	18	22	13	18	6	21
U. at Buffalo (SUNY)	3	9	6	15	6	13	5	9	3	11

American Studies										
U. of Hawaii-Manoa American Studies	22	22	6	14	17	22	19	21	16	22
U. of Iowa American Studies	17	21	20	22	11	18	19	21	13	22
U. of Kansas American Studies	15	19	17	21	14	20	9	13	11	22
U. of Maryland at College Park American Studies	7	14	10	19	11	17	3	8	6	17
U. of Massachusetts at Amherst Afro-American Studies	6	14	6	16	3	11	1	3	4	17
U. of Michigan at Ann Arbor American Culture	8	14	6	14	6	15	3	7	4	13
U. of Minnesota-Twin Cities American Studies	4	13	6	16	1	7	4	9	3	14
U. of New Mexico Main Campus American Studies	14	17	20	22	14	19	3	8	6	19
U. of Texas at Austin American Studies	16	20	15	20	18	21	16	21	7	18
Washington State U. Program in American Studies	3	9	5	8	3	12	1	4	4	16
Yale U. American Studies	1	4	1	4	1	7	12	16	1	2

Methodology: This interactive tool is based on rankings developed by the NRC. For a complete explanation of the methods the research council used, go to [its site](#); registration may be required.

Appendix

E

Awards and Accomplishments

UNM American Studies Department Graduate Students, Undergraduates, and Alumni

Based on self-reporting by students and alumni: this is a partial list

2013

Kara McCormack: Stanford University Post-Doctoral Fellowship

Maria Munguia Wellman: Clinical Counselor at UNM Children's Psychiatric Center

David Holtkamp: Pecos National Monument for US Park Service

Clare Daniel: Graduate Dean's Dissertation Scholarship
Susan Deese-Roberts Outstanding Teaching Assistant Award

Gbenga Olorunsiwa: Susan Deese-Roberts Outstanding Teaching Assistant Award

Andrew Marcum: Russell J and Dorothy S Bilinski Educational Foundation Fellowship

Dina Barajas: Ida Romero Memorial Scholarship

George Luna-Pena: Tinker Grant from Latin American Iberian Institute

Teresa Cutler-Boyles: publish One-Eyed Jack [Crooked Cat]
chapter "Local Performance/Global Connection"
chapter "Jumping Rope in Prison," Children of Afghanistan

Rafael Martinez: Latina/o Professional Development Fellowship, Graduate Resource Center
Center for Regional Studies Fellowship
IME Becas Scholarship from Mexican Consulate

Rachel Levitt: article "Silence Speaks Volumes," Silence, Feminism, Power [Palgrave Macmillan Press]
OGS Outstanding Graduate Student Mentor Award

Eric Castillo: Affiliate Faculty with Center for Latin American Studies, University of Florida
Faculty Fellowship to travel to Tel Aviv
Visiting Scholar/Assistant Professor, University of Houston, Mexican American Studies Dept.

Felecia Caton Garcia: poetry Say That [UNM Press]
chapbook Pos Orale! [University of Oregon Press]

Pamela Gravange: article "The Magic of Cinema," International Journal of Aging and Later Life
publish The Becoming of Age [McFarland]

John Scott [obituary]: president of St. Martin's College
author *This Place Called St. Martin's*

2012

Clare Daniel: Digitalization Fellowship, Center for Southwest Research

Kara McCormack: NHMR Fellowship

Caroline McSherry: office of State Historian Fellowship, CRS Juan and Virginia Chacon

Kristen Valencia: University Libraries Latino/a Fellowship

Aurore Diehl: University Libraries Popejoy Fellowship, Center for Southwest Research

Tessa Cordova: Faculty of Color Award for Teaching Assistant

Melanie Yazzie: Faculty of Color Award for excellence in service

Jordan Johnson: Luminaria Award
teaching at UNM-Gallup, Human Services Department

Andrew Marcum: pre-doctoral Smithsonian Fellowship

Shalom Bond [undergraduate]: Constance M. Shortlidge Memorial Award

Gina Diaz: Fellowship from UNM Centro de la Raza

Raquel Madrigal: New Mexico Higher Education Department Graduate Scholarship

Wesley Chenault: head of special collections and archives, Virginia Commonwealth University's James Branch Cabell Library
Archivist at Kenan Research Center in Atlanta History Center
National Endowment for Humanities

Barbara Hussey: co-author Birding Hot Spots of Central New Mexico [Texas A&M University Press]

Donna Knaff: post-doctoral fellowship as military historian at Joint POW/MIA Accounting Command
publish Beyond Rosie the Riveter [University Press of Kansas]

Kate Lehman: published Those Girls [University Press of Kansas]
Assistant professor of Communications and co-director of Women's and Gender Studies
Program, Albright College

Darwin Marable: art/photography reviews for The World and I Online
taught at San Francisco State University and Osher Lifelong Learning Institute, California State
University
board member of Contra Costa County Arts Commission

Jeremy Ricketts: assistant professor of English at Bethel University

2011

Roxanna Momeni [undergraduate]: Constance M. Shortlidge Memorial Award

Karen Roybal: Land Grant Studies Fellow

Andrew W. Mellon Doctoral Fellow, University of Illinois: Urbana-Champaign, Latina/o Studies Department

Jeremy Ricketts: teaching awards in English Department

Gerald Davis Memorial Award

Eric Castillo: career as Director for Institute for Hispanic-Latino Cultures

Assistant Director of Multicultural and Diversity Affairs, University of Florida

Aurore Diehl: Thomas L. Popejoy Fellow in University Archives, Center for Southwest Research

Christina Juhasz-Wood: Fellowship with Albuquerque African-American Performing Arts Center

Rachel Levitt: Equity and Inclusion Chair of Graduate and Professional Student Association

Liza Minno Bloom: article in Left Turn Magazine

Kristen Valencia: Fellowship with Center for Regional Studies

New Mexico Higher Education Department Fellowship

Gina Diaz: Ford Fellowship

Melanie Yazzie: Ford Fellowship

Faculty of Color Award for Teaching Assistantship

2010

Jane Sinclair: Beatrice Chauvenet Fellow, Center for Southwest Research

co-author "Displaced in Santa Fe," Acquisition of Latin American Library Materials

Dina Gilio: book review, American Indian Quarterly

Article, Red Ink Magazine

Gerald Davis Memorial Award

Clare Daniel: Pictorial Archives Fellow, Center for Southwest Research

Tita Berger: Graduate Research and Development Grant

Whitney Purvis: Assistant Coordinator of Spanish as 2nd Language Program

Susan Deese-Roberts Teaching Assistant of the Year Award

Tamara Lovato [undergraduate]: Constance M. Shortlidge Memorial Award

Melanie Armstrong: Doctoral Dissertation Improvement Grant, Social Studies of Science

director of National Science Foundation

Melina Vizcaino-Aleman: research Fellow for Office of State Historian

Robert F. Lewis II: publish Smart Ball [University Press of Mississippi]

2009

Ana Parra Lombard [undergraduate]: invited to join Phi Beta Kappa national honors society
Constance Morris Shortlidge Memorial Award

Aurore Diehl [undergraduate]: Honors Thesis Winner

Jeremy Ricketts: Gerald Davis Memorial Award

Jane Sinclair: Beatrice Chauvenet Fellowship, Center for Southwest Research

Andrea Mays: Faculty of Color Award nomination

Alison Field: tenure-track offer from University of Oklahoma

Alison Franks: co-edit book Collecting and the Internet [McFarland & Co., Inc.]

Carson Metzger: essay in Collecting and the Internet [McFarland & Co., Inc.]

Annette Rodriguez: part-time instructor at Dept. of Women's Studies, UNM
publish Designed for Production [University of Arizona Press]

Wesley Chanault: position as Research Library Associate at Auburn Avenue Research Library on African American Culture and History, Atlanta

2008

Elizabeth Hillman [undergraduate]: intern for Indian Pueblo Cultural Center

Courtney Savage [undergraduate]: Honors Thesis Prize Winner

Danielle Bauer [undergraduate]: Constance Shortlidge Memorial Award

Leslie Martinez [undergraduate]: Constance Shortlidge Memorial Award

Alison Fields: Gerald Davis Research Award Winner

Clare Daniel: Gerald Davis Research Award Winner

Jennifer Richter: Susan Deese-Roberts Teaching Award

Carson Metzger: essay in Collecting and the Internet

Alison Franks: edit Collecting and the Internet

Jeremy Ricketts: teaching award from English Dept.

Kara McCormack: fellowship position at New Mexico Historical Review

Melina Vizcaino-Aleman: Office of State Historian Fellowship

Tita Berger: New Mexico Scholars Heritage Scholarship

Wesley Chenault: co-author Gay and Lesbian Atlanta, Images of America

Kate Lehman: assistant professor of Communications at Albright College

Robert Teigrob: assistant professor of History at Ryerson University
published Cold Comfort [University of Toronto Press]

Jen Alvarez Dickinson: Communications Studies adjunct at Southwest University

Lena McQuade: tenure track Women's and Gender Studies at Sonoma State University

2007

Lisa McQuade: Dissertation Fellowship in Women's Studies, UC Santa Barbara
Research Fellowship with New Mexico Office of the State Historian
Regents Graduate Student Fellowship
Who's Who in American Colleges & Universities Award

Kate Lehman: teaching at Miami University

Candace Ruiz [undergraduate]: intern for Office of State Historian of New Mexico

Sarah McGlothlin: [undergraduate]: intern for Office of State Historian of New Mexico

Felecia Caton Garcia: published poem El Mozote in Indiana Review & 2 others in The Northwest Review

Andrea Mays: UNM Regents Fellowship
Who's Who in American Universities & Colleges

Alison Fields: Editorial Assistant of American Indian Quarterly

Melina Vizcaino: articles in Recovering US Hispanic Literary Heritage and in Revising the Blue Print

Carmen Samora: Moving Beyond Borders [University of Illinois Press]

Annette Rodriguez: 2006 Hispanic Writer Award
2006 National Emerging Writers' Award nomination at Taos Writers' Conference
2007 National Pushcart Prize for Small Press Fiction nomination at Taos Writers' Conference

Charles I. Sanchez Fellowship

Jane Sinclair: Clinton P. Anderson Fellowship

Theresa J. Cordova: Sophie D. Aberle Fellowship

Danielle Gilliam [undergraduate]: Constance Shortlidge Memorial Award

Sara Ivey: Training Coordinator for Oklahoma Water Watch Program

Robert Teigrob: teach Global Studies in History Dept. at Ryerson University, Toronto

2006

Kate Lehman: Dean's Dissertation Fellowship

Andrea Mays: CASTL Teaching Assistant of Year Award

Lena McQuade: Susan Deese-Roberts Outstanding Teaching Assistant Award

Eric Castillo Center for Regional Studies' SW Hispanic Research Institute Fellowship

Theresa Cordova: Nina Otero Warren Fellowship from Center for Regional Studies

Alison Fields: editorial assistant for American Indian Quarterly

Jeff Coleman: publish *Spirits Distilled*, poem at Red Hen Press
edit *Words of Protest, Words of Freedom: Poetry of the American Civil Rights Movement*
[Duke University Press]
Associate Professor of English at St. Mary's College of Maryland

Melanie Armstrong: Gerald Davis Memorial Award for best American Studies papers

Alison Fields: Gerald Davis Memorial Award for best American Studies papers

Lydia Lopez: Undergraduate Honors Thesis Award

Laura Haley: Constance Morris Shortlidge Memorial Award

Andrew Marcum: Lisa McNary Award

Alexanna Padilla-Johnson: Lisa McNary Award

2005

Dennis Trujillo: Assistant State Historian at State Office Records and Archives, Santa Fe

Todd Hanson: curator of Bradbury Science Museum, Los Alamos

Maria Munguia-Wellman: Karl Menniger Psychiatric Hospital Fellow

2004

American Studies graduate, undergraduate, and incoming students organized national conference at UNM: Women of Color Mixed H/E/R conference [300 attend with Cherrie Moraga as keynote]

Patricia Perea: Gunter Starkey Teaching Award for outstanding Teaching Assistant in College of Arts & Sciences

Anthony Avery: Graduate Dean's Dissertation Fellowship

Kate Lehman: travel grant from Duke University

Melanie Armstrong: Gerald Davis Memorial Award for best American Studies papers

Fiona Sinclair: Gerald Davis Memorial Award for best American Studies papers

2003

Fiona Sinclair: Gunter Starkey Teaching Award for outstanding Teaching Assistant in College of Arts & Sciences

Janis Timm-Bottos: road scholar for New Mexico Endowment for the Humanities

Suzan Campbell: research curator of History @ Anchorage Museum of History & Art

Julia Coates: staff development officer for Cherokee Nation

Miriam Fife: 6th grade teacher

Monica Torres: assistant professor in English & Rhetoric at New Mexico State University

Alicia Gaspar de Alba: published essay "Bilingual" Border Women: Writing from La Frontera [University of Minnesota Press]

Margaret Espinoza McDonald: co-authored Valencia County, New Mexico: History Through the Photographer's Lens [Donning Co. Publishers]

Chris Magoc: edit So Glorious a Landscape: Nature & the Environment in American History & Culture [SR Books]

Tami Harbolt: publish Bridging the Bond: The Cultural Constructions of the Shelter Pet [Purdue University Press]

Appendix

F

Section 1: Dissertations

2003

Maura Daly, Ph.D. with distinction
"I Sing the Body Electric": Theories and Modes of Subjectivity and Embodiment in
Information Age Discourse

Committee: Ruth Salvaggio, chair, Literature and Women's Studies, Purdue University
Gabriel Meléndez, co-chair
Virginia Sharff, History
Scott Bukatman, Art and Art History, Stanford University

2003

William A. Dodge, Ph.D.
The Meaning of Place at Blackrock: Change and Identity on the Zuni Indian Reservation

Committee: M. Jane Young, chair
Gabriel Meléndez
Ted Jojola, Architecture and Regional Planning
Chris Wilson, Architecture and Regional Planning

2003

Kathy Freise, Ph.D.
Reverberating Disputes: Controversies in Public Art-Considerations of Controversies
Around Contemporary Public Arts Cases in New Mexico and New York

Committee: Ruth Salvaggio, chair, Literature and Women's Studies, Purdue University
Beth Bailey
Mark Childs, Architecture and Planning
Susanne Baackmann, Foreign Languages and Literature

2003

Flora Price, Ph.D.
Forgotten Spaces and Resident Places: New Mexico Black Towns and Communities
(1897-1930)

Committee: M. Jane Young, chair
Amanda Cobb
Claudia Isaac, School of Architecture
Rena C. Gropper, Hunter College, CUNY

2003

Dan C. Shoemaker, Ph.D.
The Politics of Regard: Metaphor and the Rehabilitation of Democracy for a
Multicultural America

Committee: Jane Young, co-chair
Ruth Salvaggio, co-chair, Literature and Women's Studies, Purdue University
Everett Rogers, Communication and Journalism
Marilyn Motz, Bowling Green State University

2003

James Stone, Ph.D.
Screening the Yank: The Cinematic Americanization of British National Identity:
1930-1960

Committee: Beth Bailey, chair
Gabriel Meléndez
Susan Dever, Media Arts
Gus Blaisdell, Media Arts

2003

Dennis Trujillo, Ph.D.
The Commodification of Hispano Culture in New Mexico: Tourism, Mary
Austin and the Spanish Colonial Arts Society

Committee: Gabriel Meléndez, chair
Beth Bailey
Chris Wilson, Architecture and Planning
Dean Saitta, Anthropology, University of Denver

2003

Francie Washburn. Ph.D. with distinction
Beauty of Sound and Meaning: An Analysis of Lakota Oral Tradition

Committee: M. Jane Young
Amanda Cobb
James Rupert
Feroza Jusswalla, English

2004

David Leo Bennett, Ph.D.
Bloys Camp Meeting: Cultural Center of Camaraderie, Community and Faith in the
American Southwest

Committee: Vera Norwood, chair
Ferenc M. Szasz, History
M. Jane Young
Jan Schuetz, Communication

2004

Rebecca Hernandez, Ph.D.
Past is Perfect in the Present Tense: Exhibiting Native America in Museums and Culture Centers

Committee: M. Jane Young, chair
Gabriel Meléndez
Bazan Romero
Enrique LaMadrid, Spanish and Portuguese

2004

Jeremy Hockett, Ph.D.
Reckoning and Ritual and Counterculture in the Burning Man Community: Communication, Ethnography, and the Self in Reflexive Modernism

Committee: M. Jane Young, chair
Beth Bailey
Henry Bial, Theater and Dance, UNM
Jack Santino, Popular Culture, Bowling Green State University

2004

Lloyd L. Lee, Ph.D.
Twenty-First Century Diné *Cultural Identity: Defining and Practicing Sa'ah Bik'eh Hozhóón*

Committee: Amanda Cobb, chair
Gabriel Meléndez
Bazán Romero
Anita Pfeiffer, Education, UNM

2004

Brij Lunine, Ph.D.
Creativity and Constraint: The Role of Television and Popular Culture on the Lives of Adolescents

Committee: M. Jane Young, chair
Beth Bailey
Walter Putnam, Foreign Languages and Literature
Ruth Salvaggio, Literature and Women's Studies, Purdue University

2004

T. Seamus O' Sullivan, Ph.D.
Wasted and Wounded: Men's Stories of Homelessness in Albuquerque,
New Mexico, 1998-2002

Committee: M. Jane Young, chair
Beth Bailey
Claudia Isaac, Community and Regional Planning
Eric Porter, American Studies, University of California, Santa Cruz

2005

Anthony Avery, Ph.D.
Folklore and Alternative Masculinities in a Rave Scene

Committee: M. Jane Young, chair
Gabriel Meléndez
Shepherd M. Jenks, Jr.
Dorothy Chanksky

2005

Elisa James, Ph.D.
*American Indian Women and Autobiography: Communal, Historical, and
Mythical Expressions of the Self*

Committee: M. Jane Young, chair
Gabriel Meléndez
Margaret Connell-Szasz, History
Cynthia Chavez, National Museum of the American Indian, Smithsonian Institute

2005

Hank Messinger, Ph.D.
Understanding Law: Its Relation to Time, Violence and the U.S. Constitution

Committee: Vera Norwood, co-chair
Ruth Salvaggio, co-chair, Literature and Women's Studies, Purdue University
Diana Robin, Foreign Languages and Literature
Pamela Cheek, Foreign Languages and Literature

2005

Fiona Sinclair, Ph.D. with distinction
When Consent Fails: Neoliberalism, Resistance, and Security Culture in the New World Order

Committee: Vera Norwood, chair
M. Jane Young
Gail Houston, Women's Studies
Bruce Milne, Biology

2005

Robert Teigrob, Ph.D. with distinction
Selling the Cold War in Canada? National Identities, Cultural Transfer, and US-Canada Relations at the Dawn of the Cold War

Committee: Rebecca Schreiber, chair
Alex Lubin
Beth Bailey, Temple University
Eric Porter, American Studies, University of California, Santa Cruz
Fred Logevall, Cornell University

2005

Janis Tim-Bottos, Ph.D.
The Necessity of Public Homeplace in Urban Revitalization

Committee: M. Jane Young, chair
Gabriel Meléndez
Chris Wilson, Architecture and Planning
Pat B. Allen, School of the Art Institute of Chicago

2006

Gary Betts, Ph.D.
Making a Run for the (Televisual) Border: The Cultural Power of Language and Dialect-Mixing on Television

Committee: Amanda J. Cobb, chair
Gabriel Meléndez
Janet Cramer, Communication and Journalism
Beth Bailey, History, Temple University

2006

Jill Cowley, Ph.D.

The Mesa and the Moon: O'Keefe, Landscape and Gender

Committee: Vera Norwood, chair

Rebecca Schreiber

Jan Monk, Geography, The University of Arizona

Richard Sellars, U.S.D.I. National Park Service

2006

Simona Fojtova, Ph.D. with distinction

Epistemic Bodies: Communist Discourse and Western Feminist Theory

Committee: Ruth Salvaggio, co-chair, English, The University of North Carolina at Chapel Hill

Jane Young, co-chair

Pamela Cheek, Foreign Language and Literature

Arthur Redding, English, York University, Toronto, Canada

2006

Donna Knaff, Ph.D.

This Girl in Slacks: Female Masculinity in the Popular Graphic Art of WWII

Committee: Rebecca Schreiber, co-chair

Beth Bailey, co-chair, History, Temple University

Alex Lubin

Leisa D. Meyer, Womens' Studies, College of William and Mary

2006

Robert Lewis, Ph.D.

Softball: Marketing the Myth and Managing the Reality in Major League Baseball

Committee: Rebecca Schreiber, chair

Jake Kosek

Enrique Sanabria, History

Ron Briley, Sandia Preparatory School

2006

Susan Marcus, Ph.D.

From the Tower into the Streets: Connecting Feminist Theory and Practice to End Violence Against Women

Committee: M. Jane Young, chair

Susanne Baackman, Foreign Languages and Literature

Richard Bank, Political Science, College of Santa Fe

Beth Bailey, History, Temple University

2006

Stephen Martinez, Ph.D.
Civic Ideals in New Mexico: The Sacred Right of Citizenship

Committee: Gabriel Meléndez, chair
Vera Norwood
Laura Gómez
Barbara Reyes, History

2006

Maria Mondragon-Valdez, Ph.D.
Contesting Domination: Local Resistance on the Sangre de Cristo Land Grant

Committee: Gabriel Meléndez, chair
Jake Kosek
Sylvia Rodriguez, Anthropology
Felipe Gonzales, Sociology

2007

Christina Duran, Ph.D. with distinction
Carnicerías, Panaderías, y Peluquerías: Re-Mexicanizing the Urban Landscapes of a Southwest City

Committee: Vera Norwood, chair
Alex Lubin
Barbara Reyes, History
Chris Wilson, Architecture and Planning
Sylvia Rodriguez, Anthropology

2007

Peggy Gerow, Ph.D. with distinction
“To Do Much with Very Little”: New Mexico’s Farm Women and the Cooperative Extension Service, 1914-1929

Committee: M. Jane Young, chair
Amanda Cobb
Virginia Scharff, History
Estevan Rael-Galvez, New Mexico State Historian, Adjunct-American Studies

2007

Todd Hanson, Ph.D.
Quantum Entanglements: Collaboration and Communication in a Scientific Community of Practice

Committee: M. Jane Young, chair
Jake Kosek
Jan Armstrong, IFCE
Beverly Burris, Sociology

2007

Kate Lehman, Ph.D. with distinction
*Whose Girl?: Representations of Single Women's Work and Sexuality in U.S.
Television and Film, 1960-1980*

Committee: Rebecca Schreiber, chair
Alex Lubin
Laura Andre, Art and Art History
Beth Bailey, History, Temple University

2007

Michele Potter, Ph.D.
*Searching for an Angle of Repose: Environmental Narratives of Questa, NM
and the Molycorp Mine*

Committee: Gabriel Meléndez, chair
Jake Kosek
Jose Rivera, Community and Regional Planning
Paul Robinson, Southwest Research Information Center

2007

Elizabeth Swift, Ph.D. with distinction
Class, Taste and Empire in Reagan's America

Committee: Alex Lubin, chair
Rebecca Schreiber
Amanda Cobb
Elizabeth Hutchinson, Art History, Barnard College
Alan Wallach, Art history, College of William and Mary

2008

Felecia Caton-Garcia, Ph.D.
Mulattos, Mutants, and Futureheroes: Mixed Raced Identity in Contemporary Narrative

Committee: Gabriel Meléndez, chair
Alex Lubin
Amanda Cobb
Nancy Lopez, Sociology

2008

Wesley Chenault
An Unspoken Past: Lesbian and Gay History in Atlanta, 1940-1970

Committee: Alex Lubin, chair
Rebecca Schreiber
Amy L. Brandzel
John Howard, American Studies, King's College, University of London

2008

Jennifer Dickinson, Ph.D.
Pocho Humor: Contemporary Chicano Humor and the Critique of American Culture

Committee: Gabriel Meléndez, chair
Rebecca Schreiber
Jesse Aleman, English
Tey Diana Rebolledo, Spanish and Portuguese

2008

Lena McQuade, Ph.D with distinction
Troubling Reproduction: Sexuality, Race and Colonialism in New Mexico, 1919-1945

Committee: Alex Lubin, chair
Alyosha Goldstein
Laura Gómez
Leila Rupp, Sociology, University of California, Santa Barbara

2009

Alison Fields, Ph.D. with distinction
False Closure: Narratives of Trauma, Healing, and American Nationhood

Committee: Gerald Vizenor, chair
Amanda Cobb
Rebecca Schreiber
Joyce Szabo, Art History

2009

Evelyn Blanchard
To Prevent the Break-Up of the Indian Family: The Development of the
Indian Child Welfare Act of 1978

Committee: Gerald Vizenor, chair
M. Jane Young
Samuel Roll
Margaret Connell-Szasz, History

2010

Melina Vizcaino-Alemán, Ph.D. with distinction
Triptych Cultural Critique: Fray Angelico Chavez and Southwestern Critical
Regionalism, 1939-2004

Committee: Gabriel Meléndez, chair
Alex Lubin
Rebecca Schreiber
Philip Gonzales, Sociology

2011

Melanie Armstrong, Ph.D. with distinction
Bio Terror: Security, Science, Simulation

Committee: Alyosha Goldstein, chair
Rebecca Schreiber
David Correia
Jake Kosek, UC-Berkeley, Department of Geography

2011

Adam Bubb
Cashing in on Indian Casinos: The Impacts of Off-Reservation Casinos on Surrounding
Communities: Reservations, Tribal Identities, Sovereignty, and the Gaming Industry

Committee: Gabriel Meléndez, chair
Michael Trujillo
Gerald Vizenor
Vincent Lyon-Callo, Western Michigan University

2011

Eric Castillo, Ph.D.
Expressions of Another Center: Borderlands Visual Theory and the Art of Luis
Jiménez

Committee: Gabriel Meléndez, chair
Laura E. Gómez
Kirsten Buick, Art and Art History
Miguel Gandert, Communication and Journalism
Kirk Savage, Art and Architecture, University of Pittsburg

2011

Melanie Cattrell, Ph.D.
Gendered Crimes, Gendered Fans: Intersections of Gender, Sexuality and Fandom
In the Contemporary American Television Crime Drama

Committee: Michael Trujillo, chair
M. Jane Young
Janet Cramer, Communication and Journalism
Jake Kosek, Department of Geography, University of California, Berkeley

2011

William Dewan, Ph.D. with distinction
Occam's Beard: Belief, Disbelief, and Contested Meanings in American Ufology

Committee: Rebecca Schreiber, chair
Alyosha Goldstein
M. Jane Young
Holly F. Mathews, Anthropology

2011

Patricia Perea, Ph.D.
Ghostly I(s)/Eyes: The Formation of Mexican American Subjectivity in Life Narrative

Committee: Gabriel Meléndez, chair
Rebecca Schreiber
Michael Trujillo
José Limón, Austin Center for Mexican American Studies, University of Texas

2011

Jeremy Ricketts
Imagining the Saints: Representations of Mormonism in American Culture

Committee: Rebecca Schreiber, chair
Gabriel Meléndez
Alex Lubin
Lori Beaman, Sociology, University of Ottawa

2011

Karen Roybal-Montoya, Ph.D. with distinction
Land, Politics, and Identity Formation: Uncovering Hispana/Mexicana Voices in
The Southwest

Committee: Gabriel Meléndez, chair
Michael Trujillo
Jesse Aleman, English
Rose Diaz

2011

Carmen Samora, Ph.D. with distinction
Los Tres Grandes: Herman Gallegos, Ernesto Galarza, Julian Samora: Rooted in
Community, Guided by Friendship, Cultivating Leadership

Committee: Laura Gómez, chair
M. Jane Young, co-chair
Kirsten Buick, Art and Art History
Ruth Galvan Trinidad, LLSS

2012

Teresa J. Córdova, Ph.D.
Recordando Nuestra Gente: Ritual Memorialization Along the Camino Real
De Tierra Adentro

Committee: Laura Gomez, co-chair
Beverly Singer, co-chair
Alyosha Goldstein
Carlos Ramirez, Chicano Studies
Barbara Reyes, History

2012

Pamela Gravagne, Ph.D. with distinction
The Becoming of Age: How Discourses of Aging and Old Age in Contemporary Popular
Film Both Reinforce and Reimagine the Narrative of Aging as Decline

Committee: Gabriel Melendez, co-chair
Vera Norwood, co-chair
Alyosha Goldstein
Janet Cramer, Communication and Journalism
Margaret Cruikshank, Women's Studies, University of Maine

2012

Maria Mungia-Wellman, Ph.D.
The Borderpsychosocial Development Project: Is There a Specific Psychosocial
Consciousness that Frames Development for Border Women?

Committee: Gabriel Meléndez, chair
Rebecca Schreiber
Michael Trujillo
Barbara Reyes, History

2012

Whitney Purvis Rakich, Ph.D. with distinction
Savage Fakes: Misdirection, Fraudulence, and Autobiography in the 1920s

Committee: Michael Trujillo, chair
Gerald Vizenor
Tey Diane Rebolledo, Spanish and Portuguese
Brian Herrera, Lewis Center for the Arts, Princeton University

2012

Jennifer Richter, Ph.D.
*New Mexico's Nuclear Enchantment: Science, Environment, Politics, and
Radioactive Waste*

Committee: Alyosha Goldstein, chair
David Correia
Vera Norwood
Jake Kosek, Department of Geography, University of California, Berkeley

2013

Amy Sue Goodin, Ph.D.
*Sovereign Conflicts and Divided Loyalties: Native American Survivance in the Era
Of Nuclear Modernity – A Story of Western Shoshone and their Response to the
Yucca Mountain High-level Waste Repository*

Committee: Alyosha Goldstein, chair
Vera Norwood
Bradley T. Cullen, Geography
Hank C. Jenkins-Smith, University of Oklahoma, Political Science/CASR

2013

Kara McCormack, Ph.D. with distinction
*Imagining "The Town Too Tough to Die": Tourism, Preservation, and History in
Tombstone, Arizona*

Committee: Gabriel Meléndez, chair
Rebecca Schreiber
Michael Trujillo
Paul Hutton, History

2013

Carson Metzger, Ph.D.
*Microbes, Individuals, and Medical Charity: The Remaking of Tuberculosis and
Liberal Individualism*

Committee: Alyosha Goldstein, chair
Vera Norwood
Jason Scott Smith, History
Jake Kosek, Department of Geography, University of California, Berkeley

Section 2: Theses (Plan I/with Theses)

2003

Joseph Gonzales, M.A.

"Among My People": The Folklore of Jovita Gonzales and Zora Neale Hurston

Committee: Gabriel Meléndez, chair

Amanda Cobb

Bazán Romero

2003

Nancy Gonzales, M.A.

Untold Stories of Murder and Lynching in Territorial New Mexico, 1850-1912

Committee: Alex Lubin, chair

M. Jane Young

Bazán Romero

2003

Matt Jenkins, M.A.

The Story of the Struggle to Retire the Adams State "Indian"

Committee: Amanda Cobb, chair

Bazán Romero

M. Jane Young

2003

Lena McQuade, M.A.

A History of the Bat Mitzvah in New Mexico

Committee: Beth Bailey, chair

M. Jane Young

Amanda Cobb

Dinah Berger, Hillel Director

2003

Rosemary Sallee, M.A. with distinction

"They Are Not for the Rich": Technology, Class and Consumption in the Los Alamos Piecemakers Quilt Guild

Committee: M. Jane Young, chair

Amanda Cobb

Joyce Ice, Director, International Museum of Folk Art, Santa Fe, NM

2003

Micaela Seidel, M.A.
The Storied House: Knowing Home Through a New Mexico Family History

Committee: M. Jane Young, chair
Beth Bailey
Gregory Martin, English

2003

Beth Swift
High Anxiety: Class, Consumption and the Collections of Ralph Lauren

Committee: Beth Bailey, chair
Gabriel Meléndez
Joyce Szabo

2003

Melina Vizcaíno, M.A.
New Mexico's Ambivalent Father: The Gendered Politics of Race, Region and Religion
in the Writings of Fray Angélico Chavez

Committee: Gabriel Meléndez, chair
Alex Lubin
Felipe Gonzales, Sociology
Judy Maloof, Spanish and Portuguese

2004

Laura Fugikawa, M.A. with distinction
Queerest of the Queer: Postcolonial Texts and the Mixed Race Body

Committee: Amanda Cobb, chair
Bazán Romero
Nancy Lopez, Sociology
Judith Halberstam, American Studies, Gender and Ethnicity Studies,
University of California, San Diego

2004

Jaelyn Leary, M.A. with distinction
*Urban Homeland: An Exploration of Albuquerque's Santa Barbara/
Martineztown Community*

Committee: M. Jane Young, chair
Bazán Romero
Miguel Gandert, Communication and Journalism

2004

Carson Metzger, M.A.
Wina Shepard and the Great Garage: My Grandmother and the Clutter of Memory

Committee: M. Jane Young, chair
Amanda Cobb
Karen Foss, Communication and Journalism

2004

Susan Moczygamba-McKinsey
Seeking Redemption: Vietnam Veterans Recreate Cultural Memory
on the Run for the Wall

Committee: Beth Bailey, chair
M. Jane Young
David Farber, History

2005

Craig McClain, M.A.
Gay Rodeo: Carnival, Gender and Resistance

Committee: M. Jane Young
Rebecca Schreiber
Lee Quinby, Harter Chair in the Humanities, Hobart and William Smith Colleges

2005

Margie Montanez, M.A.
Jovita González and the Complex Positionality of Border Folklore

Committee: Gabriel Meléndez, chair
M.Jane Young
Jesse Alemán, English

2006

Roger Jerabek, M.A.
Bessie Smith: The Empress of the Blues and Representations of Race, Class, and
Gender in Columbia Phonograph Company Print Advertisements

Committee: Alex Lubin, chair
Rebecca Schreiber
Christopher Shultis, Music

2006

John Paul Rangel, M.A.
Contemporary Native Art and Representation

Committee: Amanda J. Cobb, chair
Gerald Vizenor
Beverly Singer, Anthropology, Native American Studies

2007

Andrew Bateman, M.A.
Shadows on the Sun: Sun Ra and the Politics of Performance

Committee: Alex Lubin, chair
Amanda Cobb
Steve Feld, Anthropology and Music

2007

Pamela Gravagne, M.A. with distinction
Disrupting the Culture/Nature Binary: Seeing the Lives of Three Nineteenth-Century
Adirondack Women Through the Lens of Contemporary Feminism

Committee: Jake Kosek, chair
M. Jane Young
Gail Houston, English

2008

Amanda Bans, M.A.
The Burial and Exhumation of American Indian Movement Member, Anna Mae Aquash

Committee: Alyosha Goldstein
Gerald Vizenor
Kirsten Buick, Art History

2008

Claire Daniel, M.A. with distinction
Rescuing the Ideal Citizen: The Innocent Child in Welfare Reform Rhetoric

Committee: Alyosha Goldstein, chair
Amy Brandzel
Jake Kosek

2009

Caitlin Barry, M.A. with distinction
The Most Unfortunate Case of Kate Southern: Sensationalism, Crime, and the Livable
Life in the Post-Bellum South

Committee: Laura Gómez, chair
Alyosha Goldstein
Kathryn Wichelns, Women's Studies

2009

Katherine Councilor, M.A. with distinction
Consuming Identity: Food and Politics in the Assimilation of New Mexico

Committee: Laura Gómez, chair
Jesse Alemán, English
Ronda Brulotte, Anthropology

2009

Kelly Sloane, M.A. with distinction
The U.S. Supreme Court, Racial Integration, and the market Commonly Know
as Public Education: Parents Involved in Community Schools v. Seattle School
District No. 1, et al

Committee: Laura Gómez, chair
Alyosha Goldstein
Jake Kosek, Department of Geography, University of California, Berkeley

2011

Anzia Bennett, M.A. with distinction
HPV Vaccination and the Pharmaceuticalization of Public Health

Committee: Alyosha Goldstein, chair
Amy Brandzel
Rebecca Schreiber

2011

Berenika Byszewski, M.A. with distinction
Colonizing Chaco Canyon: Mapping Antiquity in the Territorial Southwest

Committee: Alyosha Goldstein, chair
Chris Wilson, Architecture and Planning
Maria Lane, Geography

2011

Dina Gillio, M.A. with distinction
Panhe at the Crossroads: Toward an Indigenized Environmental Justice

Committee: Alyosha Goldstein
David Correia
Lloyd Lee, Native American Studies

2011

Christina Juhász, M.A. with distinction
Assembling the Poor People's Campaign (1968): Queer Activism and Economic Justice

Committee: Alyosha Goldstein, chair
Laura Gómez
Barbara Reyes, History

2011

Liza Minno, M.A. with distinction
An Affront to Our Shared Humanity: The Tribal Law and Order Act (2010) and the Politics of Settled Multiculturalism

Committee: Amy Brandzel, chair
Jennifer Denetdale
Alysosha Goldstein

2013

Aurore Diehl, M.A. with distinction
Write of the Valkyries: An Analysis of Selected Life Narratives of Women In the Heavy Metal Music Subculture

Committee: Rebecca Schreiber, chair
Gabriel Meléndez
Antonio Tiongson

2013

Laura Eliff, M.A.
The Power of the Voice: The Indian Arts Research Center's Identity Shift

Committee: Jennifer Denetdale, chair
Gabriel Meléndez
Gerald Vizenor

2013

Kirsten Lustgarten, M.A. with distinction
Carnales: Transnational Affiliation in Chicano Vietnam War Protest

Committee: Michael Trujillo, chair
Gabriel Meléndez
Enrique Lamadrid, Spanish and Portuguese

2013

David Holtkamp, M.A.
When is A Convento Kiva?: A Postcolonial-Critical Indigenous Critique of the
Convento Kiva at Pecos National Historical Park

Committee: Gabriel Meléndez, chair
Jennifer Denetdale
Joe Watkins, Native American Studies, University of Oklahoma

Section 3: Comprehensive Exam Track (Plan II)

2004

Elton Tapahonso, M.A.

Committee: Amanda J. Cobb, chair
Rebecca Schreiber
Ricky Allen, LLSS

2005

Jennifer Richter, M.A.

Committee: Vera Norwood, chair
M. Jane Young
Virginia Scharff, History

2006

Lacy Daniel, M.A.

Committee: Jake Kosek, chair
Alyosha Goldstein
Amanda J. Cobb

2006

Greta Marchesi, M.A. with distinction

Committee: Jake Kosek, chair
Alyosha Goldstein
Amanda J. Cobb

2007

Eric Castillo, M.A.

Committee: Gabriel Meléndez, chair
Amanda J. Cobb
Kirsten Buick, Art History

2007

Shannon McCoy, M.A.

Committee: Amanda J. Cobb, chair
M. Jane Young
Alyosha Goldstein

2008

Melissa Baldwin, M.A.

Committee: Alex Lubin, chair
Amy Brandzel
Jake Kosek

2008

Dana Herrera, M.A.

Committee: Gabriel Meléndez, chair
Rebecca Schreiber
Ricky Allen, LLSS

2008

Katherine Loewe, M.A.

Committee: Jake Kosek, chair
Alex Lubin
Beverly Singer, Anthropology

2008

Carolyn McSherry, M.A.

Committee: Alyosha Goldstein, chair
Alex Lubin
Ruth Trinidad Galvan, LLSS

2008

Shannon McCoy-Hayes

Committee: Amanda J. Cobb, chair
M. Jane Young
Alyosha Goldstein

2008

Keith Murray, M.A.

Committee: Beverly Singer, chair, Anthropology
Gerald Vizenor
Margaret Connell-Szasz, History

2008

Robert Russell, M.A.

Committee: Gabriel Meléndez, M.A.
Alex Lubin
Vera Norwood

2008

Nicholas Sanchez, M.A.

Committee: Gabriel Meléndez, chair
Alex Lubin
Amy Brandzel

2009

Leah Carpenter-Kish, M.A.

Committee: Michael Trujillo, chair
Beverly Singer, Anthropology
Margaret Connell-Szasz, History

2010

Jessica Fishken-Harkins, M.A.

Committee: Amy Brandzel, chair
Alyosha Goldstein
Karma Chavez, Communication and Journalism

2010

Summer Ward, M.A.

Committee: Gabriel Meléndez, chair
Vera Norwood
Jesse Aleman, English

2011

Bianca Paiz, M.A.

Committee: Michael Trujillo, chair
Rebecca Schreiber
Gabriel Meléndez

2011

Ivan Weber, M.A. with distinction

Committee: Michael Trujillo, chair
Rebecca Schreiber
Ronda Brulotte, Architecture and Planning
Chris Wilson, Architecture and Planning

2012

Raquel Madrigal, M.A.

Committee: Rebecca Schreiber, chair
Alyosha Goldstein
Michael Trujillo

2012

William McClary, M.A.

Committee: David Correia, chair
Gabriel Meléndez
Beverly Singer, Anthropology

2013

Lara Hayner, M.A.

Committee: Rebecca Schreiber, chair
Gabriel Meléndez
Barbara Reyes, History