

AMERICAN
STUDIES
DEPARTMENT
SAINT LOUIS UNIVERSITY

GRADUATE HANDBOOK
2025-2026

Table of Contents

SECTION I. ABOUT AMERICAN STUDIES AT SLU

1:	Welcome to the Department	4
2:	Faculty and Staff Contact Information	5
3:	Graduate Student Profiles	6
4:	History of American Studies at SLU	18
5:	Ongoing Department Events	22

SECTION II. GRADUATE DEGREE REQUIREMENTS

6:	Requirements for MA in American Studies	25
7:	Requirements for Accelerated BA/MA in American Studies	28
8:	Requirements for MA-to-PhD in American Studies	32
9:	Requirements for Graduate Certificate in American Studies	39
10:	Translation Exam Guidelines	41
11:	Dissertation Proposal Guidelines	42
12:	Student Responsibilities and Annual Graduate Student Review	44

SECTION III. ASSISTANTSHIPS, AWARDS, AND RESEARCH FUNDING

13:	Departmental Graduate Assistantship and Fellowship Information	47
14:	American Studies Alumni Research Fund	50
15:	SLU Dissertation Fellowship: American Studies Nomination Procedure	52
16:	Internal Funding Opportunities for American Studies Graduate Students	53
17:	Matthew J. Mancini Award for Outstanding American Studies Dissertation or Thesis	55

SECTION IV. FURTHER STUDENT RESOURCES

18:	Graduate Internships in American Studies	57
19:	Directory of Campus Resources	58
20:	Selected Professional Resources	63

	<i>Appendix: SLU American Studies Dissertations, 1965–Present</i>	66
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SECTION I

ABOUT AMERICAN STUDIES AT SLU

1. Welcome to the Department

Welcome to the graduate program in American Studies at Saint Louis University!

Our department is committed to excellence and originality in research, teaching, and service. Together, we work towards these goals by building strong mentoring relationships, establishing dynamic and innovative classroom experiences, and disseminating research through conferences, workshops, exhibits, and publications.

Our graduate students enter our programs with a variety of interests, skills, backgrounds, and professional histories. This is a strength of our interdisciplinary community. At the same time, graduate student cohorts move together through a rigorous curriculum designed to ground their efforts in a common experience and frame of reference.

This handbook serves as an outline of expectations, requirements, and policies regarding your coursework and degree work. Your faculty cohort advisor will go over these with you, and we keep a copy of the most recent handbook on our website. You should also keep this handbook as a reference as you proceed through the program. Both the Office of Graduate Education and the Department of American Studies can make policy changes, so we update this handbook almost every year. Should a major change be made after your first year, you will almost always be offered the option either to follow the new policies or to adhere to the ones from your year of entry.

No doubt you will have questions as you move through your program, but advising and support are easy to find. All incoming students are advised by a faculty cohort advisor until they choose their faculty advisor. For MA students, this is normally by the end of their first year; for doctoral students, this is normally by the end of their second year. Graduate students who begin to teach their own courses will also work with the Department's Pedagogy Mentor. You will routinely receive feedback from the faculty members who teach your courses, who mentor you as a graduate assistant, and, later on, who serve on your committee. Should you choose to complete an internship, the faculty Internship Supervisor will support that process. In addition, all incoming students are assigned a peer mentor to help ease the transition to graduate school.

In short, each member of our American Studies community—staff, faculty, undergraduate and graduate students—will try to answer your questions, prod your thinking in new directions, and develop your skills. We are very happy to have you here, and we look forward to our work together in the years to come. Welcome to the department.

2. Faculty and Staff Contact Information

Heidi Ardizzone, PhD (she/her) Associate Professor Interim Chair, Internship Supervisor 242 Adorjan Hall <i>heidi.ardizzone@slu.edu</i> (314) 977-7212 Flannery Burke, PhD (she/her) Associate Professor Undergraduate Coordinator, 1st-year Cohort Mentor 215 Adorjan Hall <i>flannery.burke@slu.edu</i> 314-977-2904 Benjamin Looker, PhD (he/him) Associate Professor Pedagogy Mentor 112 Adorjan Hall <i>ben.looker@slu.edu</i> (314) 977-3008 Kate Moran, PhD (she/her) Associate Professor Graduate Coordinator 105 Adorjan Hall <i>kate.moran@slu.edu</i> (314) 977-4150	American Studies Office 131 Adorjan Hall (314) 977-2911 <u>Emeriti Faculty</u> Matthew J. Mancini, PhD Professor Emeritus (retired 2017) <i>matthew.mancini@slu.edu</i> Elizabeth Kolmer, ASC, PhD Professor Emerita (retired 2004) Lawrence F. Barmann, PhD Professor Emeritus (retired 2002) <u>American Studies Subject Librarian</u> Paige Chant, MLIS, MFA (she/her/hers) Librarian/Assistant Professor <i>paige.chant@slu.edu</i> 313-977-3126
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3. Graduate Student Profiles

Here, the term “PhD student” refers to all students who have been accepted into programs culminating in receipt of a PhD, including those still formally in the MA phase of the MA-to-PhD program. “PhD candidate” refers to PhD students who have passed their comprehensive exams.



Khalid Abdulqaadir

PhD student

khalid.abdulqaadir@slu.edu

I am a veteran and former Intelligence Officer at the Defense Intelligence Agency. I have earned a BS in Business Administration, an MBA, a Master of International Relations, and hold certification in Advanced Russian Language Studies and a Professional Screenwriters Certificate from UCLA. I am a certified screenplay analyst for the Academy of Motion Picture Arts and Sciences (Oscars), and an essayist who has been published in the Boston Globe and the New York Times. My research interests within American Studies are African American film and literature.



Forrest Ashworth

PhD student

forrest.ashworth@slu.edu

I graduated from the University of North Carolina at Chapel Hill in 2017 with a BA in Art History and concentrations in the Modern and Contemporary periods. I graduated from the University of Wisconsin-Madison in 2025 with an MA in African American Studies. My thesis investigated artwork by Sable Elyse Smith and Cameron Rowland, both currently working Black artists who comment on policing and incarceration. My research interests surround 21st-century American artistic production about carcerality, especially that which investigates its connections to the history of racism in the United States. Formally, I am particularly interested in sculpture based on the Minimalist conception of art as object, especially work that uses industrially produced common objects.



William Bonfiglio

PhD student

william.bonfiglio@slu.edu

With a background in Theatre and Performance Studies, I am interested in the connections between performance and politics. My research often engages in community storytelling and explores questions of identity, borders, and collective memory.

In addition to teaching courses in American Culture Studies and Theatre at St. Louis-area universities, I have had the privilege of serving as a Teaching Artist at a variety of arts organizations. When time permits, I enjoy continuing my theatrical work, which has been presented on stages across the country.



Khaliah Booker

MA student

khaliah.booker@slu.edu

I am a proud defender of the greatest city in the Midwest, St. Louis. I grew up in North County and attended the phenomenal Fontbonne University in Clayton. My gift of gab and love of reading and writing led me to earn my bachelor's degree in Communication, Culture and Change with minors in Women's

and Gender Studies and African American Studies. Following undergrad I moved to Minneapolis, MN to serve as an AmeriCorp Service member. During my two years there, I served 250 staff members by conducting trainings, workshop and other learning opportunities centering race equity. I am passionate about civil rights, building resilient communities, emphasizing the importance of adult education, and studying cultures. Fun facts about me include I am learning two languages at once, I am the middle child, I love to travel, and I'm a published fiction author.



Michael Brickey

PhD candidate | he/him

michael.brickey@slu.edu

Dissertation working title: "Extracting Narratives, Refining Memories, and Marketing Heritage: Petroleum Cultures in the U.S. Midwest since 1945"

I earned a bachelor's degree in Political Science from Mizzou and master's degrees in History and American Studies from San Diego State University and SLU, respectively. I study 20th century U.S. history with a specific interest in urban history, environmental studies, political economy, and the cultural politics of place, memory, and identity. For my dissertation, I am researching cultural representations of historical, technological, and economic change within the oil industry in the American Midwest after 1945. I am using traditional historical methods, along with those from cultural memory studies, critical heritage studies, cultural geography, and energy humanities. When I'm not writing, I am probably either riding my bike around St. Louis, giving tours at the Carondelet History Museum, or helping my daughter with her homework.



Gregory Carr

PhD student

gregory.s.carr@slu.edu

I am a local St. Louis historian and PhD student in American Studies. My interests are in urban history and Black political activism. I have been studying the life and works of Martin Luther King, Jr. since entering graduate school and I am very interested in researching his influence on the ecumenical community in St. Louis. King spoke at Temple Israel (now the Missouri History Museum Archives), Christ Church Cathedral, Washington Tabernacle Missionary Baptist Church, and lastly, at Saint Louis University. His presence in St. Louis ranged from a casual breakfast with a former Morehouse classmate to addressing an interracial audience one day before he was given the Nobel Peace Prize.



Zackary Davis

PhD candidate

zackary.davis@slu.edu

Dissertation working title: "Epistemologies at Play: Access, Equity, and Representation in US Cultures of Chess"

I received my B.A. in American Studies, History, and English at UT Austin in 2021, and have since gotten my M.A. in American Studies here at SLU. My research interests include histories of leisure, U.S. empire, and postwar urban history. My dissertation project, "Epistemologies at Play: Access, Equity, and Representation in U.S. Cultures of Chess" works to chart and evaluate the processes of identity construction which inform, and are informed by, local community formations, especially as exhibited in the chess scene in St. Louis. When I'm not working on my dissertation or teaching, I'm usually playing chess, painting miniatures, or helping out with the Graduate Workers of SLU Union – UAW.

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Tim Deposki

PhD student

tim.deposki@slu.edu

I am currently a local high school American and World history teacher, as well as the sponsor for my school's Youth and Government program, Mock Trial teams, Travel and Cultures Society club, Foundation Junior Board club, and announcer/scoreboard operator for multiple sports. I have a BA in History and a master's in Education from the University of Missouri–St. Louis. My undergraduate research analyzed Saint Louis suburban displacement and my master's research evaluated changing lecture to primary resource analysis to drive historical inquiry and modern connections. Outside of academia, I am still a big history fan, Saint Louis sports fan, video game enthusiast (especially on the N64 and GameCube), and enjoy spending time with my family, friends, and pets.



Jason Gallagher

PhD student

jason.gallagher@slu.edu

I am a poet and educator with fourteen years of experience in higher education. I have been a composition and creative writing instructor throughout the Midwest and Northeast. I was a contributing editor at *Evergreen Review*. I am a member of The Unbearables poetry collective and have had work appear in *The*

Otter as well as in the Kind of a Hurricane Press anthologies *The Seasons* and *Storm Cycle*, the first two issues of *Post[blank]*, *The Pangolin Review*, *A Gathering of the Tribes*, *The Santa Clara Review* and *South Florida Poetry Journal*. I have also had my book reviews published in *Sensitive Skin*, *Gainsayer* and *The Otter*. My review of the Dead's St. Louis box set is in the most recent *Grateful Dead Studies*. I am from the St. Louis area and have a strong interest in the built environment of the Washington Avenue corridor during the late nineteenth century. I am an interpretation ranger at Gateway Arch National Park.



Kristine Haglund

PhD student

kristine.haglund@slu.edu

My academic background is in German literature, but much of my work has been in Religious Studies and US business history. My research interests include the history of women and children in American religions, intersections of religion and capitalism, and the intellectual history of nineteenth-century America. I

have published work on children's religious songbooks and Mormon mommy blogs in the early 2000s, as well as the inaugural volume in the University of Illinois Press's series of short introductions to Mormon thinkers. Outside of academic work, I love wallpaper from the British Arts & Crafts movement and classical music. I like to think I would have been great at Trivia Night ca. 1910!



Grace Teofilo Hilker

MA student

grace.teofilo.1@slu.edu

Originally from Wauwatosa, Wisconsin, I graduated from the University of Wisconsin–Madison with a bachelor's in History and Political Science, with certificates in Leadership and Gender & Women's Studies. As Volunteer Manager at Gateway Arch Park Foundation, I co-lead the Gateway Arch Volunteer

Program alongside the National Park Service. My research has explored experiential educational strategies at American tourist sites and has delved into ways that food can be used as an interpretive tool in national park lodges. I am a founding member of the National Association for Interpretation's Young Professionals Council and am a Certified Interpretive Guide. Previously, I was an Interpretive Park Ranger at Gateway Arch National Park and taught with Disney English in Shanghai, China.



Cicely B. Hunter

PhD candidate

cicely.hunter@slu.edu

Dissertation working title: "Blaring Silence: The Silent Protest of 1917 and Its Historical Influence on Activism"

I am a doctoral student originally from Kenosha, Wisconsin, and I joined the SLU American Studies Department in Fall 2014. I graduated with a Bachelor of Arts degree from Marquette

University in Spring 2014, double majoring in History and Political Science. My current research interests consist of early twentieth-century Black women's history with an emphasis on memory and feminism.



Nathan Johnston

PhD student

nathan.johnston@slu.edu

I joined the American Studies Program in spring 2021 after many years in the classroom teaching American and World History to local high school students. I have a Bachelor of Journalism and a BA in History from the University of Missouri, and an MA in American Culture Studies from Washington

University in St. Louis. My research interests are centered on the Hudson's building in downtown Detroit, its role in defining the community, its sense of place and space in the community, and its hold on the community's public memory.



Jesika Kasch

PhD student

jesika.kasch@slu.edu

I hold a BA in History and Secondary Education from Fontbonne University and have completed graduate coursework in History with a certification in Museum Studies and Public History at the University of Missouri–St. Louis. My research interests include cultural and social history, American political

dynasties, and underrecognized historical figures whose stories challenge dominant national narratives. I am currently researching Charlton Tandy, a 19th-century African American civil rights activist in St. Louis, focusing on his role in political realignment and public memory.



Nathan Martel

PhD candidate

nathan.martel@slu.edu

Dissertation working title: "RPM-Recovering Past Music: How Reissuing Music Returns Lost Meaning"

I'm a doctoral candidate from Los Angeles. I have a bachelor's degree and a master's degree in Sociology. Having a range of experiences, I bring a different perspective to graduate studies, focusing on lived experience in the American experiment. My research focus is centered on cultural memory inherent to cultural production. My research centers on incorporating cultural studies, race and music scene theorization to better understand how individuals contribute to and propel culture. Pursuing the link between theory and practice, my work seeks to explore the myriad forms of alternative knowledge production found in fringe spaces. You can usually find me at a local record store, looking for more records to add to my already too large collection.



Lee Nave

PhD student

lee.nave@slu.edu

I am a born and raised St. Louis native, whose path took me to the east coast for nearly fifteen years. With almost two decades of experience working in labor unions, nonprofits, politics and local government, I am focusing my career on academic research to assist in the cultivation of new leaders. I hold a master's in Public Administration and a master's in Diplomacy and International Relations from Seton Hall University. I also hold a bachelor's in History and Communication Arts from Ottawa University. When I am not organizing, or raising my two kids, I write dense sci-fi and fantasy books that will never see the light of day.



Uğur Öztürk

PhD candidate

ugur.ozturk@slu.edu

Dissertation working title: "Welfare to Self-Care: Cultural Work of Neoliberalism in the United States"

Originally from Turkey, I received a bachelor's degree in American Culture and Literature from Bilkent University. In 2017, I earned my MA in American Studies from Penn State–Harrisburg. In fall 2018, I became a PhD student in SLU's American Studies department. My research interests involve studying American neoliberalism as a cultural structure that brings market rationality, competition, individualism, and fetishization of wealth into all spheres of life. When I am not studying popular culture to explore the traces of the neoliberal cultural structure, I enjoy writing short stories.



Giuliana Piccione

PhD student | she/her

giuliana.piccione@slu.edu

I am from central Illinois and I studied at Bradley University there, receiving a BA in English and a BS in Sociology. I came to Saint Louis University because American Studies is the perfect place for me to continue pursuing interdisciplinarity in my work. My current research interests include the intersection of historical records and physical objects, sociocultural aspects of storytelling, materiality, and feminism. Additionally, I love to try my hand at things that I'm studying (from calligraphy to lace making) to experience a bit of it myself and I also hope to explore the impacts of that practice.



Emily Quartarone

PhD candidate | she/her/hers

emily.quartarone@slu.edu

Dissertation working title: "American Godzilla"

With a BFA in Theatre from Columbus State University and a year working for the Project Continua female biography project (now The New Historia), I came to the field of American Studies with a background in the arts and in public humanities. I earned my MA in American Studies along with a graduate certificate in Women's, Gender, and Sexuality Studies from The George Washington University in 2017. My research interests include transnationalism, film studies, and the horror genre. Specifically, I study American remakes of foreign horror films and attend to the cultural exchanges and appropriations as well as American exceptionalisms and revisionisms present in these interchanges. I am also a member of the Graduate Public Humanities Working Group here at SLU, and a former American Studies ambassador to the SLU Graduate Student Association.



Vanessa Reger

PhD student

vanessa.reger@slu.edu

I am originally from Rock Island, IL but came to St. Louis in 2019. I graduated from SLU with a BA in American Studies and History, but I liked my department so much I stuck around for grad school! My research interests include public history, memory studies, and death culture in the US. I am especially interested in American cultural memory of war and politically motivated violence. When I'm not writing about ghosts or World War I, I enjoy checking out local coffee shops and exploring the great art scene in St. Louis.



Savannah Sowell

MA student

savannah.sowell@slu.edu

I received my Bachelor of Arts in Urban Studies and Political Science from the University of Pittsburgh, where I was able to develop my primary research interests in urban history and American carceral systems. I currently manage operations for a local college-in-prison program, which provides undergraduate

degrees, academic support, and reentry services to incarcerated students at two nearby Missouri prisons.



Rebecca Stokem

PhD student | she/her/hers

rebecca.stokem@slu.edu

I am originally from New Jersey and received both my BA in English and Creative Writing and my MA in English Literature from Seton Hall University. Currently, I am interested in depictions of war and the US military in literature and popular culture, with a particular focus on the War on Terror. My

dissertation project is concerned with how contemporary media portrays and interrogates the detention center at Guantánamo Bay. I have also received a graduate minor in Women's and Gender Studies here at SLU. Outside of school, you can usually find me at a movie theater, reading at a local brewery, or playing Dungeons & Dragons.



Grace Waitman

PhD student | she/her/hers

grace.waitman@slu.edu

I'm from southern Indiana (Evansville), and I am a born and bred Hoosier. I completed my undergraduate degree and my graduate work at Indiana University-Bloomington, in English literature, educational psychology, research methodology, and music education. My research interests and academic

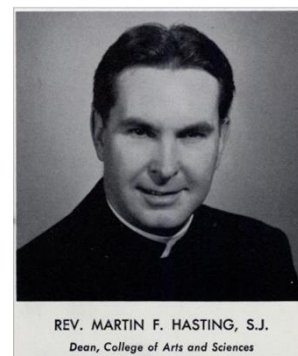
background span a wide array of disciplines, but my primary focus is on creativity and self-belief, and I am especially interested in the role that narrative plays in how we derive meaning from our everyday experiences. I have also been a violinist since the age of four, and music plays a foundational role in how I view the world and my place in it. Therefore, I'm especially interested in how music can shape and impact our perspectives, and my academic interests focus on Revolutionary America, as well as the early to mid twentieth century. When I'm not teaching or studying, I love spending time with my husband, our dog and three cats, or baking and eating cookies.

4. History of American Studies at SLU

From its inception, the interdisciplinary endeavor of American Studies has excelled in framing new and exciting questions, expanding the range of sources for research, and devising fresh methodologies for scholarship. The broad contours of the field stretch back to the nineteenth century with the writings of Alexis de Tocqueville, Harriet Beecher Stowe, Ralph Emerson, and John Dewey. In the 1910s and 1920s, critics such as W. E. B. DuBois, Randolph Bourne, Van Wyck Brooks, and Jane Addams energized a generation of American intellectuals around basic questions of identity, culture, and citizenship in a multiethnic and multiracial society.

American Studies emerged in the 1930s as a movement within the universities, particularly among scholars of American literature and history at Yale University, Harvard University, and the University of Minnesota. Much of this generation's work attempted to examine what practitioners then took to be the exceptional qualities of American society and culture. The first PhD in American Studies was granted in 1940 to Henry Nash Smith at Harvard. During the Cold War, universities grew dramatically in size and scope, and the American Studies enterprise expanded with new sources of government and foundation support.

American Studies at Saint Louis University was founded in this context. It initially took shape as a doctoral program housed in the History Department, as an initiative organized in 1963 by historian Martin F. Hasting (1913–2003) under a federal National Defense Education grant. After serving as Dean of the College of Arts and Sciences from 1958 to 1963, Hasting stepped down from the College leadership in order to establish the American Studies graduate curriculum. He continued to play a central role in the burgeoning PhD program until 1969, when he joined Plattsburgh State University in New York, founding a Canadian Studies program there.



REV. MARTIN F. HASTING, S.J.
Dean, College of Arts and Sciences

Courtesy Saint Louis University Libraries, Archives & Records Management

In 1965, Saint Louis University granted its first American Studies PhD to Albert J. P. McCarthy (1918–1978), an assistant professor in geography at the University. By 1997, one hundred American Studies doctorates had been conferred by the University. (View a full dissertations list in the Appendix.) To date, Saint Louis University hosts the only American Studies PhD program at a Jesuit university, and the only such program at a

private university anywhere in the eleven-state region of the Mid-America American Studies Association.

In the 1960s and 1970s, feminism, African American and ethnic studies, and postcolonial theory challenged the American Studies field to incorporate a broader range of voices, and to work for greater inclusion of previously marginalized groups. It was during this period, in 1969, that Sister Elizabeth Kolmer, PhD, established American Studies as a freestanding, independent doctoral program at Saint Louis University, no longer under the aegis of any other academic unit. As director of the newly autonomous American Studies program, Professor Kolmer became the first woman ever named to head a degree-granting academic department or program within the College of Arts and Sciences.

In 1971, Professor Kolmer launched the Master of Arts program in American Studies, with more than twenty MA students earning degrees in the program's first five years. This was followed in 1975 by the establishment of the American Studies undergraduate major. Over the years, many faculty contributed to the program through secondary appointments, creating a cross-disciplinary conversation among Americanists at the University.

As with most humanities fields, American Studies benefited through the 1980s from a deepening critical engagement with issues of race, gender, ethnicity, sexuality, class, and empire, and was shaped by the growing influence of anthropology, folklore studies, material culture studies, postcolonial studies, and visual culture analysis. Throughout the 1990s, American Studies scholars in the US joined with their colleagues abroad to promote the internationalization of the field. At Saint Louis University, the American Studies unit has been a contributor to this expanding global dialogue, particularly in its support of the Maastricht Centre for Transatlantic Studies in the Netherlands and through its exchange partnership with the American Studies Department at the University of Groningen. Most recently, in 2019, Professor Heidi Ardizzone continued this tradition by inaugurating a graduate-level exchange program with the Department of American Culture at Sogang University in Seoul, South Korea.



A 1963 Post-Dispatch headline on SLU's new American Studies PhD.



Professor Elizabeth Kolmer, ASC (2005)

Photo courtesy Matthew Mancini

In 1995, American Studies at SLU obtained department status, a culmination of Professor Kolmer's efforts to institutionalize the field within the University. Professor Kolmer's contributions to the field were recognized in 1996, when the Mid-America American Studies Association established its annual Elizabeth Kolmer Award for American Studies advising and service, naming the prize in her honor. Upon Professor Kolmer's retirement in 2004, the department's classroom in Adorjan Hall was named the Kolmer Seminar Room in commemoration of her four decades of dedicated work as an American Studies teacher, mentor, scholar, and administrator.

In 2000, the University recruited Professor Matthew J. Mancini from Missouri State University to become the American Studies department chairperson. Professor Mancini completed the unit's transformation from its former program configuration, which had relied heavily on secondary appointments, into a full-fledged operating department with its own dedicated tenure-track positions and resources.

During Professor Mancini's fifteen years of leadership, the department deepened its programming at the graduate and undergraduate levels and attracted an increasingly competitive national applicant pool for its doctoral program. At various points during this span, the department's full-time faculty included scholars such as Heidi Ardizzzone, Lawrence Barmann, Candy Brown, Joseph Heathcott, Donna Knaff, Benjamin Looker, Shirley "Tuck" Loui, Emily Lutenski, Katherine Moran, Cindy Ott, Jonathan Smith, Shawn Michelle Smith, Deborah Whaley, and Susanne Wiedemann. Professor Mancini's work in program development and mentorship received national recognition in 2018, when the American Studies Association awarded him its prestigious Mary C. Turpie Prize for outstanding accomplishments in those areas.



Professor Matthew Mancini (2008)

Photo courtesy Jay Fram

In May 2015, in an event at Il Monastero, alumni, retired faculty, and current department members celebrated the fiftieth anniversary of the first American Studies PhD granted at SLU. At the gathering, the department and the College of Arts and Sciences established the annual Matthew J. Mancini Award for Outstanding American Studies Dissertation or Thesis, named in honor of outgoing chairperson Matthew Mancini. In a speech on the importance of American Studies to the College of Arts and Sciences mission, Dean Michael D. Barber, SJ, told attendees, "American Studies ... pursues and deepens the academic

mission of the College to develop self-reflectivity and provides a model of interdisciplinary teaching and research from which the College has much to learn."

Today, faculty in the department are building on the strong foundation of teaching and mentoring established during the 1960s through 2000s by directors and chairs Martin Hasting, Elizabeth Kolmer, and Matthew Mancini, while developing a range of initiatives in research, teaching, public humanities, and professional and community service.

At present, students can pursue American Studies coursework at hundreds of universities and colleges around the nation and world. American Studies benefits from a rich intellectual heritage, and it produces some of the most exciting work in the humanities and social sciences. Like all disciplines, American Studies faces many challenges ahead, but these make for lively times in the field. Here at Saint Louis University, American Studies majors, minors, and graduate students take an active part in meeting these challenges in the classroom and beyond.

Directors/Chairs of American Studies at SLU

1963–1969:	Martin F. Hasting, SJ
1969–1981:	Elizabeth Kolmer, ASC
1981–1983:	Charles E. Marske
1983–1988:	Lawrence F. Barmann
1988–1995:	Elizabeth Kolmer, ASC
1995–1999:	Shirley "Tuck" Loui
1999–2000:	Lawrence F. Barmann (interim)
2000–2015:	Matthew J. Mancini
2015–2021:	Heidi Ardizzzone
2021–2023:	Emily Lutenski
2023–present:	Heidi Ardizzzone (interim)

5. Ongoing Department Events

American Studies Distinguished Lecturer Series

In 2012, enabled partly by generous donations from alumni, the department initiated an lecture series with presentations by a distinguished faculty member in the American Studies field. (This series was paused due to COVID restrictions in 2020 and 2021.) Often, the scholar visits have included a brown-bag lunch or other informal gathering with students. The series reflects the department's commitment to introducing community members to cutting-edge research and to fostering relationships between graduate students and American Studies practitioners from beyond our own campus.

2023 (FALL) LECTURE

Davarian Baldwin, Trinity College

"In the Shadows of the Ivory Tower: Thinking Through Reparations in Today's Universities"

September 14, 2023 ~ Pere Marquette Gallery

Co-hosted with the Department of African American Studies

2023 LECTURE

Anthony Macías, University of California–Riverside

"Ex Uno Plura (Out of One, Many): Pop Culture Pluralism in America)"

April 24, 2023 ~ Pere Marquette Gallery

2022 LECTURE

Karen Inouye, Indiana University Bloomington

"Indigeneity and Asian America: Double Displacement during WWII"

April 28, 2022 ~ Pere Marquette Gallery

2019 LECTURE

Rebecca Wanzo, Washington University in St. Louis

"Black Panther: 'Post'–Civil Rights Hero in Revolutionary Times"

February 22, 2019 ~ Xavier Hall, Rm. 332

2018 LECTURE

David Roediger, University of Kansas

"What Is This 'White' in the 'White Working Class'? Before and after the Election of Trump"

April 9, 2018 ~ Adorjan Hall, Rm. 142

2016 LECTURE

David A. Chang, University of Minnesota

"The New Light from Tahiti: Christianity, Textuality, and the Native Hawaiian Exploration of the World"

March 17, 2016 ~ Siquelfield Stateroom

2015 LECTURE

Brent Hayes Edwards, Columbia University

"Scrapbook Internationalism: Black Radicalism and the Archives of Hubert Harrison"

April 10, 2015 ~ Siquelfield Stateroom

2014 LECTURE

Melani McAlister, George Washington University

"The Globalization of American Evangelicalism"

April 8, 2014 ~ Cook Auditorium

2013 LECTURE

Philip J. Deloria, University of Michigan

"Toward an American Indian Abstract: What an Unknown Artist Might Tell Us About Celebrity, the 1930s, Anthropology, Culture, Politics and a Few Other Things Besides"

April 17, 2013 ~ Boileau Hall

2012 LECTURE

Carlo Rotella, Boston College

"Hollywood on the Charles: A Provincial Backwater Goes Global"

April 13, 2012 ~ Pere Marquette Hall

SECTION II

GRADUATE DEGREE REQUIREMENTS

6. Requirements for MA in American Studies

Established in 1971, the Master of Arts program in American Studies at Saint Louis University gives students solid grounding in the origins, development, practices, and theoretical framework of the field, as well as aiding them in the pursuit of independent research. The MA is a stand-alone degree for work in arts and cultural institutions, libraries, museums, historical societies, public humanities, nonprofit agencies, and other venues. Some students may also pursue the MA in American Studies as a prelude to further degrees, such as a professional MA or doctorate.

Course Requirements

Thirty (30) credit hours, including Perspectives in American Studies (ASTD 5000). For students who choose the thesis track (outlined below), 6 of these credit hours will consist of Thesis Research (ASTD 5990), taken during the second year of coursework. There is no language requirement for the MA degree.

No more than 6 of the credit hours to be counted toward the degree may be taken outside of American Studies. Such outside courses require the prior approval of the student's faculty advisor.

Portfolio Paper or Thesis

Students pursue one of two research paper options: a *portfolio paper* or a *thesis*.

A *portfolio paper* is a 20–30 page research article, typically a revised and expanded seminar paper meant to demonstrate the student's extensive knowledge of their field. It is developed in conjunction with a two-person faculty committee (a chair and one member). A third faculty member will be assigned as an additional reader by the department. To begin the portfolio paper process, the student should discuss potential ideas with their advisor and secure a portfolio paper chair. This *must* be done by October 1 of their second year in the MA program, and ideally by the end of their first year.

A *thesis* is a more developed project with an original argument, typically 60–80 pages in length, based on extensive primary and secondary research. It is developed in conjunction with a three-person faculty committee (a chair and two additional members) over the summer following the first year of the MA program and during the second year of the MA program. To pursue the thesis option, a student *must* obtain

prior permission from the prospective thesis advisor by the end of their first year in the program.

Oral Examination

After the student's committee has approved the final version of the portfolio paper or thesis, the student completes a one-hour oral examination before three faculty members on a date set by the department. For a portfolio paper, these will be the members of the two-person portfolio committee plus an additional faculty member, and the exam will be on the portfolio paper. For a thesis, these will be the members of the three-person thesis committee, and the exam will be a public defense of the thesis. The final accepted copy must be submitted to all committee members at least 16 days before the oral examination date set by the department.

Advising

During the student's first year in the MA program, the student's advisor is the faculty member serving as cohort advisor for that year's entering class of graduate students. By the end of the first year, the student should have selected a faculty member to serve as chair of their thesis or portfolio-paper committee; that faculty member also then becomes the student's advisor.

Departmental Involvement

As part of their education in the department and contribution to departmental culture, graduate students are expected to attend all scheduled department academic events throughout the year. A student should speak with their advisor if circumstances make such attendance difficult or impossible.

Sample Degree Plan

In general, the MA degree will be completed in four semesters, and will look as follows:

Year 1		
Fall	ASTD 5000 (3 credits) 6 additional coursework credits	
Spring	9 coursework credits	
Year 2		
	<i>Portfolio Paper Option</i>	<i>Thesis Option</i>
Fall	6 coursework credits Portfolio paper work	3 credits of ASTD 5990 (MA thesis) 3 additional coursework credits
Spring	6 coursework credits Completion of portfolio paper Oral exam (on portfolio paper)	3 credits of ASTD 5990 (MA thesis) 3 additional coursework credits Oral exam (on MA thesis)

7. Requirements for Accelerated BA/MA in American Studies

The accelerated Bachelor and Master of Arts program in American Studies, begun in 2012, offers the opportunity for outstanding American Studies undergraduate majors to begin a master's program in their senior year, completing the MA with a full-time fifth year of graduate study after their successful completion of both the first-year requirements and their undergraduate degree and major.

Course Requirements

The BA and MA course requirements are the same as they are for students in the stand-alone BA and stand-alone MA programs; students who are enrolled in the accelerated BA/MA, however, are able to double-count up to four graduate courses (12 credits) taken during their senior undergraduate year toward both degrees. By taking two to four graduate courses during the senior year, and possibly a graduate-level summer course or internship, students can complete their MA in addition to their BA in only 12–14 additional months.

There is no language requirement for the accelerated BA/MA.

Performance Review

In order to advance to the full-time MA year after the conferral of the BA, students must receive at least a B in graduate courses taken as an undergraduate and clear any incomplete grades on their undergraduate transcripts.

Portfolio Paper or Thesis

Portfolio paper or thesis requirements are the same as for students in the stand-alone MA program (see section 6 above for details). Students choosing the thesis option will generally take 3 credits of thesis work (ASTD 5990) in the fall semester of their second year and 3 credits in the following spring semester. As in the stand-alone MA program, students wishing to pursue the thesis option *must* receive approval from their thesis advisor by the end of their first year.

Oral Examination

The oral examination requirements are the same as for students in the stand-alone MA program (see section 6 above for details).

Advising

During the student's first year in the accelerated BA/MA program (i.e., the student's senior undergraduate year), the student's advisor is the faculty member serving as cohort advisor for the student's entering class of graduate students. By the end of the first (or senior undergraduate) year, the student should have selected a faculty member to serve as chair of their thesis or portfolio-paper committee; that faculty member also then becomes the student's advisor.

Departmental Involvement

As part of their education in the department and contribution to departmental culture, BA/MA students are expected to attend all scheduled department academic events throughout the year. A student should speak with their advisor if circumstances make such attendance difficult or impossible.

Sample Degree Plan

Typically, the accelerated BA/MA will be completed as follows:

Year 1 (senior undergraduate year)		
Fall	ASTD 5000 (3 credits)	
Spring	3–6 grad. coursework credits Performance review	
Summer	3–6 grad. coursework credits	

Year 2 (full-time MA year)		
	<i>Portfolio Paper Option</i>	<i>Thesis Option</i>
Fall	9 grad. coursework credits	3 credits of ASTD 5990 (MA thesis) 6 additional grad. coursework credits
Spring	9 grad. coursework credits Completion of portfolio paper Oral exam (on portfolio paper)	3 credits of ASTD 5990 (MA thesis) 6 additional grad. coursework credits Oral exam (on MA thesis)

Funding

Following admission to the accelerated BA/MA program, the student remains strictly an undergraduate for the purposes of financial aid and scholarships until the bachelor's degree is awarded.

Most years, tuition waivers will be available to one BA/MA student for the two semesters of the accelerated BA/MA's second year. When available, BA/MA students may also receive graduate assistantships with living stipends in exchange for ongoing research, teaching, or other work as assigned by department faculty. To be considered for tuition waivers or assistantships, students must submit their application by the department's graduate application deadline, and must remain in good standing during their first year.

Admissions

Students may indicate to their advisors an interest at any time in their sophomore or first semester of their junior years. Applications are due by the department's annual graduate application deadline of December 15, and must be made using the application form available on the College of Arts and Sciences website.

Requirements for admission are as follows:

- Applicants must have completed a minimum of 90 hours toward the bachelor's degree by the end of the junior year, and 105 hours by the end of the fall semester of the senior year. Transfer students must have completed a minimum of 30 hours at SLU.
- Applicants should have an overall GPA of 3.7 in their American Studies major.
- Applications should include a goals statement, a writing sample, and the College of Arts and Sciences admission form. Letters of recommendation are not required. Criteria are the same as for other applicants: a coherent goals statement, clear writing sample, and grades as stipulated above.

This program is designed as a terminal degree. Students who wish to apply for entry to the PhD program must complete a new application to the Arts and Sciences graduate division.

8. Requirements for MA-to-PhD in American Studies

Established in 1963, the Doctor of Philosophy program in American Studies is the oldest of the department's degree programs. The PhD is the terminal research degree in American Studies. The pursuit of the doctorate is an intensive process of acquiring the breadth and depth sufficient to produce an original contribution to the field. It is a pursuit that requires a high degree of flexibility in the curriculum, substantial self-motivation on the part of the student, and strong mentorship by the faculty. While the doctorate is increasingly the requisite degree for careers with substantial professional responsibility, it is at root a stamp of qualification for research. Thus, the doctorate prepares students for rigorous work in fields that require a foundation in research, writing, analysis, information organization, administration, grant writing, and program development.

The faculty in American Studies recognize that the doctorate alone does not prepare students for professional work. For this reason, we work closely with students to develop a professional plan, and to build into the PhD a range of experiences relevant to each student's interest. Such training includes media and technology workshops, teaching certificates, museum internships, nonprofit management courses, and leadership development.

Full-time PhD students in the Department of American Studies normally receive packages of support in the form of graduate assistantships, which provide financial assistance in the form of tuition waivers and living stipends in exchange for ongoing research, teaching, or other work as assigned by department faculty. Students holding assistantships are expected to make constant, significant progress toward the fulfillment of their requirements—including completing their course work, language requirement, and comprehensive examinations—during their years of support or they may be deemed ineligible for further assistantship support from the department.

Course Requirements

Fifty-seven (57) credit hours beyond the BA, including:

- Perspectives in American Studies (ASTD 5000)—3 credits
- The Practice of American Studies (ASTD 5900)—3 credits
- Dissertation Colloquium (ASTD 6100)—3 credits
- Dissertation Research (ASTD 6990)—12 credits

Students entering with MA degrees in cognate disciplines (generally, but not always, in the humanities) may be able to count up to 12 credit hours (or the institutional equivalent) of relevant prior coursework toward these hours. Students who would like their prior

coursework to be considered for SLU credit should see the Graduate Coordinator during their first year.

No more than 6 of the credit hours to be counted toward the degree may be taken outside of American Studies. Such outside courses require the prior approval of the student's faculty advisor.

Language Requirement

The American Studies Department requires the pursuit of foreign language proficiency as part of its PhD degree. This requirement reflects the fact that multiple languages are and have always been spoken in the United States: serious students of US culture should be prepared to pursue their scholarship across linguistic borders. We ask that all students pursuing a PhD demonstrate that they have engaged substantially with language-learning as a practice.

An American Studies PhD student can complete the language requirement with:

- A. Work completed as part of the undergraduate degree:
 - 4 semesters of instruction in one or more languages, completed with a passing grade, or
 - A major or minor in a foreign language.
- B. 1 semester of graduate-level coursework taught in a foreign language (at SLU or elsewhere), completed with a passing grade.
- C. A 4000-level language course at SLU, completed with a passing grade.
- D. A passing grade on a translation exam. (For more information on the translation exam, see "Translation Exam Guidelines" in this handbook.)

Students who speak a language other than English as a first language are exempt from this requirement. Students who believe they have other experience/qualifications that demonstrate equivalent foreign language learning are invited to petition the Graduate Coordinator.

Please note: tuition support for SLU language courses is only guaranteed to students on GAsip taking the course within the first 3 years of their funding.

Portfolio Paper

Students will be eligible for an MA after completing 30 graduate-level credits and a portfolio paper. The portfolio paper is generally a revised and expanded version of a

seminar paper, written as a publishable article. Portfolio requirements are the same as for students in the stand-alone MA program (see section 6 above for details); there is no master's thesis option for MA-to-PhD students. Generally, students in the program complete the portfolio paper and the corresponding oral exam during spring semester of the second year.

Comprehensive Exams

Written Exam

Students create a faculty committee composed of three field directors, one of whom the student designates as the committee chair. Working closely with the committee members, students develop three literature-review papers, each based on intensive reading in a discrete field or subject area.

Oral Exam

After the three-person committee has accepted final drafts of the written exam, the student schedules a 90-minute oral exam. The accepted versions of the written exam materials must be supplied to all committee members at least 16 days before the oral exam, to allow the student and department to complete necessary paperwork for the Office of Graduate Education by the applicable pre-exam deadline. In general, full-time students aim to take their oral exams at the end of their third year. Funded students must complete the comprehensive exam within one calendar year of completing coursework (excluding Dissertation Colloquium) or they may be deemed ineligible for further assistantship support from the department.

If a student does not pass any portion of the written or oral exams, the student will have one opportunity to re-take that portion. If they fail to pass a second time, they will be dismissed from the program.

Registration during Exams

Students who have completed coursework should register for ASTD 6990. To maintain good standing, students working on comprehensive exams must meet with their committee chair at least twice per semester; arranging to do this is the student's responsibility.

Candidacy

After students successfully complete the comprehensive exams and all other requirements, the Office of Graduate Education advances them to candidacy.

Dissertation Proposal and Dissertation Proposal Presentation

Students must submit a dissertation proposal by the end of the second semester following the successful completion of their comprehensive exams, using the template provided by the department. (See “Dissertation Proposal Guidelines” in this handbook.) After the three-person committee has accepted the final version of the proposal, the student schedules a one-hour oral presentation of the proposal before the student’s committee and additional faculty.

The accepted version of the proposal must be supplied to all department faculty members (not just members of the committee) at least 16 days before the presentation. Proposal presentations are typically scheduled for one or two days per semester and are open to the public. Upon successful completion of the proposal, the document is placed on file with the department.

Dissertation and Dissertation Defense

Students write their dissertations working closely with their committee. When the student and committee agree that the dissertation is satisfactory, the student schedules a one-hour public defense of the dissertation. Students must submit the final version of the dissertation to their committee at least two weeks before their defense date. In order to obtain a degree in the spring semester, a full draft of the dissertation should be submitted by the end of February. For fall semester, a full draft of the dissertation should be submitted by the end of October. Summer defenses will only be scheduled in extraordinary circumstances, and only if a student has submitted a full draft of their dissertation to their committee before May 1.

Registration during the Dissertation

A student researching and writing a dissertation registers for Dissertation Research (ASTD 6990), using the section number of the committee chair. Course requirements include meeting with the advisor at least once during the semester; arranging to do so is the student’s responsibility. After a student first enrolls in ASTD 6990, they must enroll in that course continuously until the degree is completed.

The Office of Graduate Education requires that students take at least 12 credits of Dissertation Research during their course of study. Since tuition must be paid for these credits, it is recommended that funded students enroll in their 12 credits of Dissertation Research during the semesters for which they have available tuition credits. After these 12 credits are accrued, students must continue to enroll in ASTD 6990 for 0 credits, unless they have received an extension of time to degree.

Extension of Time to Degree

Students who receive an extension of time to degree to complete the dissertation are generally required by the Office of Graduate Education to enroll in ASTD 6990 for one additional credit hour for each semester of extension granted; tuition is charged for such credit hours.

The department will only approve petitions for extension of time to degree in exceptional circumstances and for those who have successfully defended their dissertation proposals and are making steady, demonstrable progress on their dissertations. Students who cannot make progress on the dissertation due to illness, financial needs, or other extenuating circumstances are encouraged to request a formal Leave of Absence. For more information on petitioning for extensions, and the limitations on these petitions, consult the Office of Graduate Education.

COVID-related Extensions

In Fall 2020, the Office of Graduate Education announced an additional year of permitted extension of allowable time to degree for certain graduate students due to COVID-19's potential impact on student research progress. The policy was approved by the Graduate Academic Affairs Committee (GAAC) and the Council of Academic Deans and Directors (CAAD).

The policy reads: "Degree-seeking graduate students enrolled during the 2019–20 academic year will be awarded a one-year extension of time to degree upon petition to the Provost's office following programmatic endorsement of the petition. This extension of the time limit to degree has no bearing on funding. Decisions regarding any additional years of financial support are at the sole discretion of your individual academic units and are subject to federal and state financial aid regulations."

The COVID extension, unlike standard extensions, does *not* require that students pay for one credit of tuition during the extension period.

This is a supplementary extension, which can be taken in addition to the standard extensions already permitted. Students do not need to wait until they have exhausted existing extensions to apply for the COVID extension; they may apply for the COVID extension first if they would like. Eligible students should apply for this extension at the beginning of the semester before they hope to use it. American Studies students applying for departmental endorsement of such petitions need not include direct evidence of the pandemic's specific effects on their progress.

Advising

During the student's first two years in the PhD program, the student's advisor is the faculty member serving as cohort advisor for the student's entering class of graduate students. By the end of the second year, the student should have selected a faculty member to serve as chair of their comprehensive exams committee; that faculty member also then serves as the student's advisor until the student has reached the stage of selecting a dissertation advisor.

Departmental Involvement

As part of their education in the department and contribution to departmental culture, graduate students are expected to attend all scheduled department academic events throughout the year. A graduate student should speak with their advisor if circumstances make such attendance difficult or impossible.

Sample Degree Plan

A sample degree plan for a full-time PhD student looks as follows—this will vary based on the course credits granted for prior MA degrees and the scheduling of departmental course offerings.

Unless an alternative arrangement has been made, all students on GAsip are expected to take 9 credit hours of coursework a semester until coursework is completed.

Year 1	
<i>Fall</i>	<i>Spring</i>
ASTD 5000 (3 credits) 6 additional coursework credits	9 coursework credits
Year 2	
<i>Fall</i>	<i>Spring</i>
9 coursework credits Portfolio paper work	9 coursework credits Completion of portfolio paper Portfolio paper oral exam
Year 3	
<i>Fall</i>	<i>Spring</i>
ASTD 6100 (3 credits) 3 additional coursework credits	ASTD 5900 (3 credits) PhD comprehensive exams
Year 4	
<i>Fall</i>	<i>Spring</i>
ASTD 6990 Diss. Research (6 credits) Dissertation proposal work	ASTD 6990 Diss. Research (6 credits) Completion of dissertation proposal Presentation of proposal for approval
Year 5 and beyond	
<i>Fall</i>	<i>Spring</i>
ASTD 6990 Diss. Research (0 credits)	ASTD 6990 Diss. Research (0 credits) Dissertation defense

9. Requirements for Graduate Certificate in American Studies

In 2019, the department launched a graduate certificate program to allow students in other SLU graduate programs, international exchange students to our department, and interested community members to earn a certification in American Studies.

The certificate can be earned by completing a total of nine credits in graduate-level department courses. A SLU graduate certificate is identified on a student's transcript as an independent academic program, and it is recognized by a formal certificate of completion from the Office of the Registrar.

Eligibility

Individuals in any of the following categories are eligible to apply for entry and may find it advantageous to acquire an American Studies certificate:

- *Graduate students already enrolled in other programs at SLU.* For these students, a certificate in American Studies offers a minor field to enhance their portfolio. American Studies is an eighty-year-old field with its own organizations, journals, canon, and methods, and it complements and enhances cognate fields, especially for academic and public-humanities job markets.
- *Community members who want a postgraduate certificate in American Studies but don't want or have time for a full MA.* A graduate certificate in American Studies can offer professional development or targeted postgraduate training. Since American Studies is interdisciplinary, the curriculum often connects academic study to community institutions, organizations, and populations. Credits earned from a certificate could apply to a later MA.
- *Exchange or visiting students to our graduate program.* MA students in American Studies from Sogang University, the University of Groningen, or other approved programs are eligible to complete this graduate certificate during their semester at SLU.

Course Requirements

Nine (9) graduate-level credit hours within the Department of American Studies, including Perspectives in American Studies (ASTD 5000). These may include one 3-credit course that is cross-listed between American Studies and a student's home department at SLU, regardless of which department's course number the student uses for registration, so long as the cross-listed course is generated by American Studies and taught or co-taught by an American Studies faculty member.

While certificate students are encouraged to begin with ASTD 5000, the courses may be taken in any order. A student may also apply to enter the certificate program after having completed some of the required coursework.

Applications

For further information on the program and requirements for entry, visit <https://bit.ly/30MfHBt>. Non-SLU applicants can apply at that address; students already enrolled in a SLU program should apply by submitting the form found at https://www.slu.edu/registrar/pdfs/postbac_certificate.pdf.

10. Translation Exam Guidelines

The translation exam requires that the student demonstrate fourth-semester language proficiency by translating 350–500 words of expository prose in 90 minutes. The American Studies Department will choose one article in the student's chosen language as the basis for the exam. The article will be relevant to American Studies. From that article the student will select which passage or passages to translate. Students may bring a dictionary to consult during the exam, but not a grammar book. Exams will be proctored.

Exams are graded on a pass/fail basis. To pass the exam, the student must demonstrate reading comprehension at the required level, which is indicated by the following:

- 1) The student is able to translate their chosen passage or passages into idiomatic English. The translation does not have to be elegant, but it should be clear and expressive of the passage as a whole.
- 2) The student is able to demonstrate an awareness of how sentences work in the language being translated, including syntax and grammar.

To ensure the above, students should avoid the following:

- 1) Awkward, non-idiomatic sentences that reveal word-by-word translation.
- 2) Numerous mistranslated words.
- 3) Confusion between the subjects and objects of sentences.
- 4) Skipping too many words or phrases, although students may choose to skip over brief but particularly thorny sections of the text rather than getting entangled in them for too long.

When taking the exam, students are encouraged to choose a passage or passages that advantage them, read the passage or passages quickly for overall comprehension, and then do their best to complete the required amount in the time frame of the exam. If the student must choose between quantity and quality, the student should choose quality.

If the student fails the exam once, the student may retake it, but will be provided with a different article. If the student fails the exam a second time, the student must satisfy the language requirement through coursework.

11. Dissertation Proposal Guidelines

Title Page

1. Your working title should be centered at the top of the page. It should be in all capital letters, double-spaced, and in bold type, as follows:

**DISSERTATION TITLE:
SUBTITLE**

2. Your name should be centered below the title. You should include any previous degrees alongside your name. This should *not* be in bold type, and it should have standard capitalization:

Firstname Lastname, B.A., M.A.

3. The center of the page should have the following text, centered in the middle of the page (from top to bottom):

A Dissertation Proposal Presented to the Graduate Faculty
of the Department of American Studies in Partial Fulfillment
of the Requirements for the Degree of
Ph.D.

Month and Day of Submission, Year

4. Finally, please list your committee members in the format modeled below, right-justified and at the bottom of the page:

COMMITTEE IN CHARGE OF CANDIDACY

Associate Professor Katherine Moran,
Chairperson and Advisor
Associate Professor Heidi Ardizzone
Associate Professor Benjamin Looker

Part I: Project Overview (approximately 6 pages)

This section should lay out the topic and themes the dissertation will explore and explain its place in the context of the appropriate field or fields with which it engages. In other words, it should answer the following questions: What scholarly problem will the dissertation address? What questions will the research aim to answer? Explaining the parameters and significance of the dissertation will require attention to related scholarship in the field. If the topic has been studied before, what is different about your approach? If you are introducing a new topic to the field of study, what is its audience? How will your work intervene in existing scholarly conversations?

Part II: Methodology and Source Base (approximately 3–5 pages)

Interdisciplinary work is one of the defining characteristics of American Studies. In order to demonstrate your participation in the field, you should be able to name and describe the disciplinary and interdisciplinary methods, theories, and/or analytics that you will draw on, as well as how they interact with one another. You should also discuss the primary sources you will use, and/or the texts or artifacts you will analyze, and why. As you consider what sources/texts/artifacts are necessary to complete your project, pay some attention to practical issues like access to collections and the funding or timing of research trips.

Part III: Chapter Summaries (approximately 6 pages)

A finished dissertation is generally 200–300 pages long with 4–6 chapters in addition to an introduction and conclusion, though other organizational approaches can be proposed. Here, you will describe each of these components. Each should have a title and an accompanying 1–2 pages that describe the contents and goals of each chapter, its proposed argument, and its sources. Please pay attention to the overall structure of the dissertation and to how the chapters relate to one another. Also consider how the topics of each chapter fit into the entire dissertation, which you laid out in Part I.

Part IV: Bibliography (approximately 6–10 pages)

This section should be a correctly and consistently formatted bibliography that includes separate sections for both primary and secondary sources, as well as (if applicable) lists of periodicals and/or archival collections that you plan to consult.

12. Student Responsibilities and Annual Graduate Student Review

Deadlines

Graduate students are responsible for staying apprised of and meeting all dates and deadlines required by the Office of Graduate Education, such as when to notify the Office of Graduate Education of intent to graduate.

Expectation for Attendance at Department Academic Events

The Department of American Studies is a community of scholars. When graduate students and faculty choose to join that community, they indicate their intent to be full participants in the department's intellectual life and activities. Except in special circumstances, it is expected that graduate students will attend all academic events held by the department. These include lectures by visiting scholars, professional development workshops, research presentations by peers, American Studies senior-thesis presentations, and the like. (This expectation does not apply to students seeking a graduate certificate only.)

Exemptions will be made by advisors for students whose outside work schedules, residency outside the St. Louis metropolitan area, or other significant factors preclude participation in such events on an ongoing basis. If a graduate student must miss an individual scheduled academic event due to a special situation (for instance, travel, a family occasion, etc.), then that student should inform their advisor in advance.

Students who consistently fail to attend departmental academic events without giving notice or receiving exemption may be deemed "not in good standing" for the purposes of future assistantship allocations, eligibility for awards from the American Studies Alumni Research Fund, department recommendations for University-wide fellowships and grants, and/or the annual graduate student review process.

Annual Graduate Student Review

The Office of Graduate Education requires all SLU master's and doctoral students to undergo an annual review of their progress toward the degree. In American Studies, students will complete a self-evaluation every year and submit it to the department's administrative assistant by January 31. If January 31 falls on a weekend or University holiday, the self-evaluation document will instead be due on the University's next regular business day.

The student will then meet with their advisor to discuss this self-evaluation and their progress in general. This form, along with a meeting report (signed by both student and advisor), will be filed with the department. Students will receive a copy of the meeting report. A summary report of the results of annual reviews for all graduate students in the department will be submitted to the Associate Dean for Graduate Affairs in the College of Arts and Sciences at the end of the spring semester.

If the graduate student's advisor and the department chair become significantly concerned about the student's progress and/or performance, the student will be warned in writing. This communication will include a clear statement of the problem, the steps needed to resolve it, the potential outcome if those steps are not taken, and information regarding resources available to the student. The student will also be asked to meet with their advisor.

SECTION III

ASSISTANTSHIPS AND RESEARCH FUNDING

13. Departmental Graduate Assistantship and Fellowship Information

Graduate Assistantship Information

Graduate assistants are expected to work 20 hours per week during their contract period. Graduate Assistants should also consult the Office of Graduate Education's manual, "Policies and Procedures Manual for Graduate Assistants and Fellows." It can be found here: <https://www.slu.edu/academics/graduate/current-students/information-graduate-assistants.php>

Responsibilities and Expectations

In American Studies, graduate assistants may work as research assistants, teaching assistants, course instructors, or department assistants. In some cases, graduate assistantships may include a range of these duties. Overall, graduate assistantships complement graduate education by providing additional training in research, teaching, professional skills, administration, and a deeper understanding of the discipline.

- A *department assistant* is mentored by the department chair and helps with departmental development, including advertising, programming, and other department projects.
- A *research assistant* is mentored by an individual faculty member and may do library and archival research, fieldwork, or aid in the preparation of research proposals, manuscripts, or grants.
- A *teaching assistant* is mentored by the faculty instructor of an undergraduate course, and may work with students in small groups, lead discussion sections, proctor exams, grade papers, and prepare lectures. All second-year GAs (who typically serve as teaching assistants during one or both semesters of that year) are required to attend departmental pedagogy workshops.
- A *course instructor* is mentored by the department's Pedagogy Mentor and designs and teaches their own undergraduate class on a topic determined in consultation with the department faculty. GAs teaching a course of their own design for the first time are also required to attend departmental pedagogy workshops and to attend at least one workshop at the Reinert Center. All course instructors are required to submit a draft of their syllabus for comment and approval to one ASTD faculty

member at least half a semester before the class begins. This faculty member should have subject-area expertise relating to the course. During the semester in which they are teaching, each course instructor is required to arrange for one faculty member to visit their class. The Pedagogy Mentor will help students and faculty coordinate to meet these requirements.

Orientation, Training, and Mentoring

Graduate Assistants receive an orientation at the beginning of each academic year, generally on the same day as the new student orientation and department welcome reception. At the orientation, Graduate Assistants learn their assignments, are introduced to their mentors, and go over assistantship policies and procedures. Ongoing training occurs throughout the year, managed by the Graduate Assistant's particular faculty mentor(s).

Evaluation

At the end of each semester, Graduate Assistants will be invited (but not required) to offer evaluations of their assistantship experiences. They will be prompted to do so by an email from the Graduate Coordinator. All evaluations should be sent to the Department Chair; if the Chair is your faculty mentor, your evaluation should be sent to the Graduate Coordinator. These evaluations will be kept confidential unless the student gives written permission to share them.

At the end of each semester, each faculty mentor will also be prompted by the Graduate Coordinator to evaluate their Graduate Assistant's performance on a Satisfactory/Unsatisfactory basis. Any Unsatisfactory evaluations will be shared with the Graduate Assistant by the faculty mentor and Graduate Coordinator. Failure to complete Graduate Assistant work, or multiple Unsatisfactory evaluations, will be reported to the university.

Assistantship Income

Graduate assistants receive a stipend annually, paid out over their contract period. This is taxable income, delivered via monthly paychecks. Direct deposit is required and will be arranged at the Office of Graduate Education's orientation for new graduate students. Graduate assistants also receive 18 credit hours of tuition remission per academic year and health insurance benefits that extend the calendar year.

University Fellowship Information

The University offers four-year Diversity and Presidential Fellowships to a small number of incoming graduate students on a competitive basis. Per University policy, fellows must submit a self-review to the department's Graduate Coordinator by February 28 each year.

Other Non-Departmental Funding Information

PhD candidates should plan to apply for funding from external granting sources every year, and should speak with their advisor about locating possible opportunities. Additionally, other SLU units—such as the Reinert Center, the Ong Center, and the Prison Education Program—often offer competitively awarded Graduate Assistantships of their own, and students are strongly urged to apply for these.

If a student who has been admitted with a 5-year departmental GAsip from American Studies receives a year-long fellowship or GAsip external to the department, the American Studies department will make every effort to hold one year of that student's departmental GAsip for the future. (So a student who was admitted with a 5-year departmental GAsip, served as a GA for 3 years and then received external funding for their 4th year, would ideally receive two more years of departmental GAsip funding.) In order to make this possible, students should inform the Graduate Coordinator by Jan 1 if they have applied for or are planning to apply for any external year-long funding and/or GAsips.

Students who receive the Missouri History Museum Graduate Assistantship, which is arranged through American Studies, will typically not have a fellowship year held.

14. American Studies Alumni Research Fund

The department's American Studies Alumni Research Fund, established in fall 2012, offers financial support for research, or the presentation of research, undertaken by current American Studies graduate students and undergraduate majors. This support is made possible in large part through the generosity of SLU American Studies alumni donors.

The department faculty review applications two times per year: in the fall semester and spring semester. Awards will be made in the spring application round only if the fund has not been exhausted during the year's preceding application round.

Preference will be given to applications proposing research travel, or non-travel-related research costs, with a clear relationship to a significant requirement within the applicant's program of study (i.e., senior thesis project, MA thesis, pre-dissertation exploratory work, or PhD dissertation research). Students are welcome to apply for funds to cover conference travel *if they also have applied for GSA and Knoedler funds*, but these applications will be given lowest priority. Students are welcome and encouraged to apply frequently, though preference will be given to students who have not received funds in the past year.

Application Instructions

Application due dates are October 1 (for use before June 1) and April 1 (for use before December 1). If a listed due date falls on a weekend or a University holiday, applications will instead be due on the University's next regular business day.

Applications will be considered on a competitive basis. To apply, send to the department chairperson a proposal containing:

- Your name and contact information
- The title of your research project, a brief abstract, and an explanation of the project's relationship to your trajectory through your American Studies degree program
- Projected dates of travel (if traveling)
- The archive(s) you will visit or the other research activity requiring funding (if conducting research). For archival visits, please include which collections you expect to examine, or what other primary sources you expect to consult or collect, and an explanation of these sources' relevance to your project.
- The name of the conference you will attend and the paper you will present (if presenting a paper)

- An itemized funding request, along with a basic budget showing cost estimates for eligible expenses, which may include travel, lodging, conference fees, and/or research expenses
- Text of concluding report(s) on past Alumni Research Fund award usage (if applicable)

Conditions and Reporting

Travel expenses are on a reimbursement basis, and award recipients must coordinate with the department administrative assistant before incurring any expenses for which they expect reimbursement. Flights and most lodging must be booked through SLU's Concur system. All funded travel must be completed within six months of the original application due date for the semester in which the student applied. Recipients must submit a one-page report to the department chairperson within one month of the completion of the funded travel; recipients who do not file this report will be ineligible for future awards from this fund.

15. SLU Dissertation Fellowship: American Studies Nomination Procedure

Each year the University offers a limited number of 11-month dissertation fellowships for doctoral candidates whose work “demonstrates outstanding academic achievement and whose dissertation will significantly extend the body of knowledge within their discipline.” Recipients are chosen by the Office of Graduate Education on a competitive basis. Among other Office of Graduate Education eligibility criteria, applicants must have completed the dissertation proposal process. More information is provided in the Dissertation Fellowships section at: <https://tinyurl.com/3uryx2ev>

Applying to Become a Department Nominee

Every SLU department may put forward one or two nominees for this annual award. Eligible American Studies doctoral candidates wishing to be considered as potential departmental nominees should express interest to a department faculty member in writing at least 14 days ahead of the Office of Graduate Education’s announced deadline by which departments must submit final nomination packets (usually set for late in fall semester) or 14 days before the last day of the fall-semester final exam period, whichever comes sooner.

They should also furnish the department faculty with draft versions of the documents required of nominees by the Office of Graduate Education, though such documents need not be the final versions that would accompany an eventual nomination packet. (View the Dissertation Fellowships section of the webpage listed above to determine what documents are required of nominees.)

Department Nomination Process and Criteria

American Studies faculty will select the department’s annual nominee(s) from among those eligible doctoral candidates who express interest and provide the requisite documents in a timely fashion.

The department’s selection criteria include promise, creativity, and rigor of the dissertation project, and nature of the research or writing progress made thus far. However, faculty may also take into account relevant factors unrelated to the quality of the student’s dissertation work: particularly, the Office of Graduate Education’s stated policy that students who have formally proposed during the preceding two semesters will be given preference during the University selection process.

16. Internal Funding Opportunities for American Studies Graduate Students

Student Funding from the College of Arts and Sciences

The College of Arts and Sciences offers a number of funding opportunities for graduate students. These include:

- Student Research Funds
- Graduate/Undergraduate Research Collaboration Funds
- Graduate Student Foreign Travel Funds

Students can find information about these opportunities, including eligibility and application deadlines, on the College of Arts and Sciences website:

<https://www.slu.edu/arts-and-sciences/student-resources/student-funding.php>

Student Funding from the Graduate Student Association

The Graduate Student Association (a representative student organization for graduate students at SLU) offers funding opportunities that include:

- Awards for Professional Development Attendance or Presentation
- Brennan Summer Fellowship Awards
- Publication Awards
- Graduate Initiative Funds

Students can find information about these opportunities, including eligibility and application deadlines, on the Graduate Student Association website:

<https://www.slu.edu/life-at-slu/graduate-student-association/index.php>

Student Funding from the Office of Graduate Education

The Office of Graduate Education offers funding opportunities that include:

- Edward L. Rhelda Marbry Morgan Book Fund Award
- Other application-only GAships, listed on a rolling basis

Students can find information about these opportunities, including eligibility and application deadlines, on the Graduate Education website:

<https://www.slu.edu/academics/graduate/graduate-scholarships-fellowships-assistantships-awards.php>

American Studies Department mAlumni Research Fund

As described elsewhere in this handbook, the American Studies Department offers support for graduate and undergraduate students undertaking research travel with grants from the American Studies Alumni Research Fund, which is made possible by donations from SLU American Studies alumni. Application deadlines are October 1 and April 1.

SLU Dissertation Fellowship

As described elsewhere in this handbook, the University each year offers a limited number of 11-month dissertation fellowships for doctoral candidates whose work “demonstrates outstanding academic achievement and whose dissertation will significantly extend the body of knowledge within their discipline.” Each department may nominate doctoral candidates for consideration.

17. Matthew J. Mancini Award for Outstanding American Studies Dissertation or Thesis

In 2015, the department and the College of Arts and Sciences established the annual Matthew J. Mancini Award for Outstanding American Studies Dissertation or Thesis, named in honor of outgoing chairperson Matthew Mancini. The Mancini Award recognizes exceptional work in a dissertation or thesis by one American Studies graduate student a year, who is chosen in the early spring by the entire department faculty.

Award recipients receive a \$250 prize and their names are listed on a plaque outside the department office and in the CAS pre-commencement program.

Eligibility and Nomination Process

All American Studies MA and PhD students who have completed or will complete their thesis or dissertation in the fall, spring, or summer of the academic year of the award are eligible for nomination. (In the 2023-24 academic year, for example, eligibility would include all students who defended in fall 2023 or were on track to defend in spring or summer 2024.)

To be considered for the award, students must submit their thesis/dissertation introduction and one thesis/dissertation chapter to the Graduate Coordinator by February 15th. If a student has not defended by February 15th, the student's thesis or dissertation advisor will be asked to confirm that the work will be completed by the end of the summer.

The department's selection criteria include the promise, creativity, and rigor of the dissertation project and the nature of the research or writing progress made thus far.

SECTION IV

FURTHER STUDENT RESOURCES

18. Graduate Internships in American Studies

Experiential learning challenges students to expand their knowledge beyond the classroom by performing dedicated work off campus. The goal is to build connections between what students do in their American Studies courses and the practical and intellectual challenges outside of them. To do so provides applied experience and skills while connecting in a sustained and meaningful way with the department mission.

While neither MA nor PhD students in American Studies are required to pursue experiential learning, many of them elect to do so. Graduate students—particularly those considering careers in the public humanities, museums, libraries, historic preservation, or other fields outside of academia—often choose to take an internship for formal course credit.

An internship is a 3-credit course (ASTD 5910 for MA students and ASTD 6910 for PhD students), which requires student work at a partner institution for a minimum of 120 hours (equivalent to eight hours per week during a 15-week semester). American Studies students have held internships at institutions such as ArchCity Defenders, the Saint Louis Art Museum, the Saint Louis Zoo, the Missouri Botanical Gardens, the Missouri History Museum, the Circuit Court Records Project, the Pulitzer Foundation for the Arts, the International Institute, the Contemporary Art Museum, and the City Museum—just to name a few.

Procedures

The procedures for developing a graduate internship, as well as requirements and grading criteria, are described in the department's internship handbook, found at <https://www.slu.edu/arts-and-sciences/american-studies/-pdf/astd-internship-handbook.pdf>. If at all possible, students should begin the process by speaking with the department's faculty internship supervisor no later than four months ahead of the envisioned start date.

After completing a graduate-level internship, a student may enroll in a second internship for graduate course credit only under exceptional circumstances and with the permission of the student's faculty advisor.

19. Directory of Campus Resources

Office of Graduate Education

The Office of Graduate Education (<https://www.slu.edu/academics/graduate/index.php>) is located within the Office of the Vice President for Academic Affairs. It coordinates SLU's more than 80 graduate programs, along with graduate minors and dual degree programs. Contact information is as follows:

April Trees, PhD
Associate Provost for Graduate Education
april.trees@slu.edu
(314) 977-2601

The associate provost for graduate education is responsible for leading, overseeing and coordinating the development, implementation, and assessment of graduate programs, policies, and support services.

Janie Henderson, MA
Master's Candidacy Specialist
janie.d.henderson@slu.edu
(314) 977-2245

The master's candidacy specialist advises master's students in the final semester of their academic career, ensuring that all policies and procedures have been enforced and that students have completed their requirements for degree conferral and understand the graduation process.

Christine Harper, PhD
Doctoral Candidacy Specialist
christine.harper@slu.edu
(314) 977-2243

The doctoral candidacy specialist advises doctoral candidates in the final stages of their academic career, ensuring that all policies and procedures have been enforced and that students have completed their requirements for degree conferral and understand the graduation process.

College of Arts and Sciences

In addition to the Office of Graduate Education, each school and college at SLU has an Associate Dean or Director of Graduate Education who oversees the day-to-day operations of graduate programs in their school or college. American Studies is located in the College of Arts and Sciences. Relevant contact information is as follows:

Donna LaVoie, PhD
Dean, College of Arts and Sciences
donna.lavoie@slu.edu
(314) 977-2227

The College dean establishes College goals and budgeting priorities, serves as liaison to other schools and the higher administration, deals with personnel issues, coordinates and evaluates chairs and program directors, and develops rank and tenure recommendations.

Jennifer Popiel, PhD
Associate Dean for Graduate Affairs
jennifer.popiel@slu.edu
(314) 977-7016

The associate dean for graduate affairs oversees graduate student concerns within the College of Arts and Sciences and monitors graduate program quality.

University Bookstore

The campus bookstore is the Billiken Shop (<https://billikenshop.com/>). The bookstore can be contacted at (314) 417-5400.

Reinert Center for Transformative Teaching and Learning

The Reinert Center for Transformative Teaching and Learning (<https://www.slu.edu/ctl>) offers workshops, consultations, and mentorship programs for graduate students and faculty seeking to enhance teaching. For graduate students, the center also offers a Certificate in University Teaching Skills, earned by participating in a series of seminars and workshops and developing a teaching portfolio. Contact information is as follows:

Gina Merys, PhD
Director
gina.merys@slu.edu
(314) 977-2197

Mary Cook, MA
Program Manager
mary.cook@slu.edu
(314) 977-3944

University Writing Services

University Writing Services is part of the Student Success Center, located on the third floor of the Busch Student Center. It offers writing consultation to graduate and undergraduate students both in-person and online, as well as additional writing resources such as dissertation writing retreats. Contact information is as follows:

Busch Student Center, Rm. 331
(314) 977-3484
<https://www.slu.edu/life-at-slu/student-success-center/index.php>

Center for Accessibility and Disability Resources

All students have a right to academic accommodations. Furthermore, our community, our classrooms, and our field are enriched by the contributions made by graduate students with disabilities. Graduate students who feel that accommodations might be useful or necessary are encouraged to contact the Center for Accessibility and Disability Resources (CADR) to discuss accommodation requests and eligibility requirements. Reasonable academic accommodations may be requested through CADR for both course-related and non-course-related experiences (including graduate assistantship work, if applicable).

Contact information is as follows:

Busch Student Center, Rm. 331

<https://www.slu.edu/life-at-slu/student-success-center/accessibility-and-disability-resources/>

314-977-3484

Accessibility_disability@slu.edu

Student Wellness

Health Insurance

SLU requires all full-time graduate students to have basic health insurance. If you do *not* have a graduate assistantship or a fellowship, you will be enrolled in the University Health Plan (<https://www.slu.edu/life-at-slu/student-health/university-health-plan/index.php>), a self-insured health and medical care cost coverage plan sponsored by SLU. Coverage is available to eligible full-time undergraduate, graduate/professional, and medical students, as well as graduate assistants and medical residents. The contact number for the UHP is (314) 977-5666.

If you have other health insurance coverage, you must waive your UHP coverage, or you will be charged. To waive UHP coverage, a completed Health Insurance Waiver Form must be submitted along with evidence of other coverage in effect (a front and back copy of a current insurance card or a letter of verification from current plan). Evidence of other coverage documents must specifically list your name and a policy number. Completed Health Insurance Waiver Forms and evidence of other coverage documents are only applicable to the academic year in which they are submitted. Students who do not submit a Health Insurance Waiver Form and evidence of other coverage during orientation, an open enrollment period, or a special enrollment period will be charged for UHP coverage. Graduate and professional students must submit Health Insurance Waiver Forms and

evidence of other coverage documents to the Student Health and Counseling Center staff.

If you have a graduate assistantship, UHP insurance is included as part of your assistantship package.

Student Health Center and University Counseling Center

The Student Health Center (<https://www.slu.edu/life-at-slu/student-health/index.php>) provides medical treatment and health education for full-time and part-time undergraduate and graduate students at SLU. Contact the Center at shc@slu.edu or (314) 977-2323.

The University Counseling Center provides psychological counseling for full-time and part-time undergraduate and graduate students at SLU. Contact the Center at (314) 977-8255. To reach the 24-hour on-call line, call (314) 977-8255, and choose option 9.

20. Selected Professional Resources

Books on Research, Writing, and Publishing

American Studies: A User's Guide, by Alexander I. Olson and Philip J. Deloria.

The Craft of Research, by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams.

They Say, I Say: The Moves That Matter in Academic Writing, by Gerald Graff and Cathy Birkenstein.

The Chicago Manual of Style.

A Manual for Writers of Research Papers, Theses, and Dissertations, by Kate L. Turabian.

The MLA Style Manual and Guide to Scholarly Publishing.

Authoring a PhD Thesis: How to Plan, Draft, Write, and Finish a Doctoral Thesis or Dissertation, by Patrick Dunleavy.

Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis, by Joan Bolker.

Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success, by Wendy Laura Belcher.

Getting it Published: A Guide for Scholars and Anyone Else Serious about Serious Books, by William Germano.

The Elements of Academic Style: Writing for the Humanities, by Eric Hayot.

Books on Teaching

First Day to Final Grade: A Graduate Student's Guide to Teaching, by Anne Curzan and Lisa Damour.

Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom, by John C. Bean.

Student Engagement Techniques: A Handbook for College Faculty, by Elizabeth F. Barkley.

Books on the Job Search

The Academic Job Search Handbook, by Judith Miller Vick and Jennifer S. Furlong.

Getting an Academic Job in History, by Dana M. Polanichka.

Professional Organizations

The American Studies Association: www.theasa.net

The American Studies Association (ASA) is the professional organization for practitioners of American Studies. It is the oldest and largest scholarly association devoted to the interdisciplinary study of US culture both within the nation-state and in global contexts. It publishes the flagship journal in American Studies, *American Quarterly*.

The Mid-America American Studies Association: www.maasa.net

Founded in 1956 as the Central Mississippi Valley American Studies Association, MAASA is the oldest and geographically largest of the American Studies Association's regional associations. Through conferences, panels, awards, and publication of the journal *American Studies*, MAASA aims to foster the study of American culture in all its aspects, to provide a forum for communication among members and with the general public, and to facilitate American Studies scholarship and teaching in its eleven-state region and beyond. The four doctorate-granting American Studies departments in the MAASA region (SLU, University of Kansas, University of Iowa, and University of Minnesota) each hold one permanent graduate-student seat on the organization's executive board.

Websites

SLU American Studies teaching resource library: <https://bit.ly/3jRnC8d>

This Zotero database was created by SLU American Studies graduate assistants to compile useful teaching resources for department graduate students engaged in undergraduate pedagogy. Contents include websites, primary source repositories, and more. For full access to the database, contact Dr. Kate Moran via email, and she will add you to the authorized membership list.

H-Announce: <https://networks.h-net.org/h-announce>

H-Announce is a site for posting calls for papers and proposals for conferences and publications, as well as workshops and other events in the humanities, fellowships, and funding opportunities.

Penn Calls for Papers: <http://call-for-papers.sas.upenn.edu>

Although maintained by the Department of English at the University of Pennsylvania, this website often includes calls for papers in cultural studies and ethnic studies as well as literature.

Appendix:

SLU American Studies Dissertations, 1965–present

IN PROGRESS

Dissertation proposal approved

Michael C. Brickey

"Extracting Narratives, Refining Memories, and Marketing Heritage: Petroleum Cultures in the U.S. Midwest since 1945"

Advisor: Benjamin Looker

Zackary Davis

"Epistemologies at Play: Access, Equity, and Representation in US Cultures of Chess"

Advisor: Benjamin Looker

Cicely Hunter

"Blaring Silence: The Silent Protest of 1917 and Its Historical Influence on Activism"

Advisor: Heidi Ardizzone

Nathan L. Martel

"RPM-Recovering Past Music: How Reissuing Music Returns Lost Meaning"

Advisor: Benjamin Looker

Uğur Öztürk

"Welfare to Self-Care: Cultural Work of Neoliberalism in the United States"

Advisor: Benjamin Looker

Emily Quartarone

"American Godzilla"

Advisor: Benjamin Looker

2025

Bryonie Carter

"Rune-Makers, Majic-Makers, Travelers: The Mystical Tourism of H.D., Susan Glaspell, and Eva Palmer-Sikelianos (1918-1938)"

Advisor: Flannery Burke

**Co-winner, Matthew J. Mancini Award for Outstanding American Studies Dissertation or Thesis*

Darby Ratliff

"Church-State-School: Boarding Schools & Catholic Education in the Nineteenth Century"

Advisor: Kate Moran

**Co-winner, Matthew J. Mancini Award for Outstanding American Studies Dissertation or Thesis*

Kendyl Schmidt

"Overkill: Medical Mobs, Human Dissection, and Popular Culture in Antebellum America, 1830-1860"

Advisor: Kate Moran

2024

Amelia Flood

"Lives between Empires: Islanders and Imperial Transition in the US Virgin Islands, 1916-1936"

Advisor: Kate Moran

** Winner, Matthew J. Mancini Award for Outstanding American Studies Dissertation or Thesis*

** Honorable Mention, College of Arts and Sciences Distinguished Dissertation Award*

Robin Hoover

"Closer to Nature: Land, Locals, and Outsiders in the Ozarks"

Advisor: Flannery Burke

2023

Emily Colmo

"More than Degrees: Activism at Women's Colleges in the 1960s and 1970s"

Advisor: Emily Lutenski

Kimberly Cowan

"Teaching Mary, Training Martha: Catholic Education for Girls in St. Louis, Missouri, from Suffrage to Rosie the Riveter"

Advisor: Emily Lutenski

2022

Victoria Cannon

"Border Visits: American Tourism on the Twentieth-Century US-Mexico Border"

Advisor: Flannery Burke

Manuela Engstler

"Translating a Revolution: Black and White Panthers and the German Student Movement"

Advisor: Kate Moran

Mary Maxfield

"Networkin' It: Mediated LGBTQIA+ Connections in St. Louis"

Advisor: Kate Moran

* Winner, College of Arts and Sciences Distinguished Dissertation Award

Tandra N. Taylor

"A Credit to My Race: Black Women, Education, and the Subversive Use of Domestic Science, 1900–1965"

Advisor: Heidi Ardizzone

* Winner, Matthew J. Mancini Award for Outstanding American Studies Dissertation or Thesis

2021

Elizabeth Eikmann

"In Her Image: Photography, Whiteness, and Womanhood in St. Louis, 1877–1920"

Advisor: Benjamin Looker

* Winner, Lewis E. Atherton Prize from the State Historical Society of Missouri

* Winner, Matthew J. Mancini Award for Outstanding American Studies Dissertation or Thesis

Cindy Reed

"By Any Means Necessary: Representations of Black Girlhood and Artistic Agency"

Advisor: Emily Lutenski

* Winner, College of Arts and Sciences Distinguished Dissertation Award

2018

Mark A. Koschmann

"Finding Their Footing in the Changing City: Protestant and Catholic Congregations Adapt to the New Urban Environment in Post-World War II Chicago"

Advisor: Heidi Ardizzone

* Winner, Matthew J. Mancini Award for Outstanding American Studies Dissertation or Thesis

Nicholas Porter

"Professional Wrestling in the United States, 1877–1920"

Advisor: Matthew J. Mancini

Karen Smyth

"The Errand of Angels: Gender, Sexuality, and Feminism in the Church of Jesus Christ of Latter-day Saints, 1972–2014"

Advisor: Kate Moran

Cathryn Stout

"A Mighty Hard Row: Racism and Resistance in the Postwar British Caribbean and the US South from World War II to the Late Twentieth Century"

Advisor: Matthew J. Mancini

2017

Susan Lee

"'Gonna Teach Them What's What with a Rope': Reinventing the Western and the *Gauchesque*, 1900–1939"

Advisor: Emily Lutenski

Kate Piatchek

"'You're Too Smart for That!' The Representation of the American High School Teacher in Postwar Public Policy and Popular Culture"

Advisor: Benjamin Looker

* Winner, Matthew J. Mancini Award for Outstanding American Studies Dissertation or Thesis

Anna E. Schmidt

"The Blest Words in Their Best Order: Transcultural Spiritual Practices in American Poetry since 1960"

Advisor: Emily Lutenski

* Winner, Matthew J. Mancini Award for Outstanding American Studies Dissertation or Thesis

2016

Sabrina Davis

"Adapting Identity: Jewish American Narratives from the Page to the Screen"

Advisor: Heidi Ardizzone

Trevin J. Jones

"African American Prison Writers: Masculinity, Identity, and Spirituality"

Advisor: Matthew J. Mancini

Melissa Ford

"A Bible in One Hand, a Brick in the Other: African American Working Women and Midwestern Black Radicalism during the Great Depression, 1929–1935"

Advisor: Heidi Ardizzone

* Winner, Matthew J. Mancini Award for Outstanding American Studies Dissertation or Thesis

Lou W. Robinson

"White Women, Race, and Rape: Narratives of Mob Violence in the Midwest, 1880–1930"

Advisor: Heidi Ardizzone

Maurice Tracy

"Seeing Unseeable Things: Blackness, Queerness, and Homonormativity in US Popular Culture, 1989–2016"

Advisor: Emily Lutenski

2015

Brandy C. Boyd

"'Keep Your Chin Up and Your Skirt Down': Female Country Artists' Struggles for Respectability within the Nashville Music Industry, 1952–Present"

Advisor: Benjamin Looker

Nicole Haggard

"Race, Sex, and Hollywood: The Illicit Representation of the Black Man–White Woman Pair in American Cinema"

Advisor: Heidi Ardizzone

Laura A. Shields

"Fighting for Animal Rights: A US History, 1900–1996"

Advisor: Cindy Ott

Corinne Mary Wohlford

"Putting Government in Its Place: Cultural Racism, Sentiment, and Neoliberalism in Contemporary US Responses to Natural Disasters Abroad"

Advisor: Heidi Ardizzone

* Winner, Matthew J. Mancini Award for Outstanding American Studies Dissertation or Thesis

2014

Brian W. Greening

"Representing New Orleans: Race, Space, and the Spectacle of Progress in the Crescent City since 1965"

Advisor: Benjamin Looker

Rebecca Preiss Odom

"Negotiating Hyphenated Identities: Transnational Identity Formation of the German-American Residents of St. Charles, Mo., during World War I"

Advisor: Matthew J. Mancini

2013

Alexander Bayard Clark, III

"Forgotten Eyewitnesses: English Women Travel Writers and the Economic Development of America's Antebellum West"

Advisor: Matthew J. Mancini

Jaclyn H. Kirouac-Fram

"'Yellow Rolling Cell Blocks': The Urban Bus and Race in the United States"

Advisor: Benjamin Looker

2011

Robert L. Hawkins, IV

"Natural Born Ease Man?: Work, Masculinity, and the Itinerant Black Musician"

Advisor: Jonathan C. Smith

* Winner, American Studies Association Ralph Henry Gabriel Prize for best dissertation

Joshua M. Roiland

"Engaging the Public: Toward a Political Theory of Literary Journalism"

Advisor: Jonathan C. Smith

Jody L. Sowell

"Divided Discourse: The Kerner Report & Stories of Separate and Unequal"

Advisor: Jonathan C. Smith

Jamie Schmidt Wagman

"Our Pill, Ourselves: American Anxieties
Surrounding Oral Contraception, 1956–2000"

Advisor: Matthew J. Mancini

2010**Robert Pittman**

"The St. Louis Movement in Education: Public
Education Reform in the Gilded Age"

Advisor: Matthew J. Mancini

David J. Suwalsky

"'North of Yankee Country': Antebellum Kansas and
the Missourians of the Platte Purchase County"

Advisor: Matthew J. Mancini

Gregory F. Taylor

"Picturing the Enemy: The Use of Visual Metaphors
in Photography of the Japanese American Immigrant"

Advisor: Wynne W. Moskop

2009**Richard D. Marshall**

"'The Grapes of Wrath': John Steinbeck's Cognitive
Landscapes as Commentary on 1930s
Industrialization"

Advisor: Cindy Ott

2008**Henry T. Brownlee**

"Keeping Their Memory Green: The Pleasant Green
Baptist Church in St. Louis, 1866–1950"

Advisor: Jonathan C. Smith

Angela K. Dietz

"Spectacles of Labor: Visualizing a Nation at Work,
1850–1920"

Advisor: Jonathan C. Smith

Robin A. Hanson

"The National Cemetery: Race and Sectional
Reconciliation in a Contested Landscape"

Advisor: Matthew J. Mancini

Patricia Checkett Rooney

"Re-presenting WWII, Reviving Neo-classicism,
Reaffirming Super Power in a Post-9/11 Era: The
Anomalous 2004 American National World War II
Memorial"

Advisor: Matthew J. Mancini

Elizabeth Schroeder

"The Chicago Black Renaissance: Exercises in
Aesthetic Ideology and Cultural Geography in
Bronzeville, 1932–1945"

Advisor: Jonathan C. Smith

Alicja K. Syska

"Eastern Europe in the Making of American National
Identity"

Advisor: Matthew J. Mancini

2007**Kimberly M. Curtis**

"Black Consciousness is the Cornerstone of
Liberation: The Black Arts Movement in African
American Literature and Visual Culture, 1966–1976"

Advisor: Shawn Michelle Smith

Sharon E. Grimes

"Women in the Studios of Men: Gender, Architectural
Practice, and the Careers of Sophia Hayden Bennett
and Marion Mahony Griffin, 1870–1960"

Advisor: Joseph Heathcott

John Hensley

"Dreadful People: Historical Representations of
Ozark Folks"

Advisor: Matthew J. Mancini

Diana F. Pascoe-Chavez

"Pragmatism and the Frontier Narrative in 'It Is': A
Magazine for Abstract Art"

Advisor: Joseph Heathcott

Charles (Rob) Wilson

"The Disease of Fear and the Fear of Disease: Cholera
and Yellow Fever in the Mississippi Valley"

Advisor: Candy Brown

Ying Ye

"Black Initiative in Black Education prior to and
during the Civil War"

Advisor: Matthew J. Mancini

2006

John I. Kille

"Re-mediating Racial History: Representations and Interpretations of the Amistad Incident (1839–1842) in the 20th Century Texts"

Advisor: Jonathan C. Smith

David R. McFarland

"Virtuous Yeoman or Ignorant Farmer? Rhetorical Ambivalence in the Illinois Agrarian Reform Movement 1840–1860"

Advisor: Matthew J. Mancini

Jennifer A. Price

"Middling Desires: P. T. Barnum and the Visual Culture of the American Middle Class, 1840–1865"

Advisor: Shawn Michelle Smith

2005

Rhonda J. Armstrong

"Rural Women and Cultural Conflict in Contemporary American Literature"

Advisor: Shawn Michelle Smith

Valerie Padilla Carroll

"Re-presenting and Representing on Girl Power TV: Examining Portrayals of Resistance and Domination from Dark Angel, Charmed, and Buffy the Vampire Slayer"

Advisor: Kathryn Kuhn

Teresa B. Holden

"'Earnest Women Can Do Anything': The Public Career of Josephine St. Pierre Ruffin, 1842–1904"

Advisor: Wynne W. Moskop

Kristine R. Smith

"Following Buster Brown's Footsteps: Leading Families into the Middle-Class Consumer Society"

Advisor: Joseph Heathcott

Burton St. John III

"The Trail of Tension Between Public Relations and Journalism: The Unfinished Business About Using Propaganda to Move Crowds"

Advisor: Matthew J. Mancini

2004

Stephen A. Gibson

"How Green is Hollywood? Nature and Environmentalism in American Cinema, 1970–2002"

Advisor: Shirley M. Loui

Bryan M. Jack

"Bridging the Red Sea: The Saint Louis African-American Community and the Exodusters of 1879"

Advisor: Matthew J. Mancini

Eileen R. Solomon

"Kosher in the United States: An Examination of American-Jewish Adaptation"

Advisor: Elizabeth Kolmer

2003

John Glen

"'How Shall We Remember Them?': Pearl Harbor in Private, Public, and Historic Memory"

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