

# Society of Early Americanists Newsletter

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*A Biannual Publication of the Society of Early Americanists*

## Letter from the SEA President

Plans are well underway for our tenth biennial conference, which will take place in Tulsa, Oklahoma, on March 2-4, 2017. This event brings change to the Society of Early Americanists, for it will be our first biennial to take place west of the Mississippi River. It thus seemed appropriate to me that one image to be featured in the conference's Call for Papers and website is a detail from Thomas Jefferys' *American Atlas: or, a Geographical Description of the Whole Continent of America* (1776). The image from this atlas, a copy of which is in the University of Tulsa's McFarlin Special Collections, is of the land surrounding the area where Tulsa later would be established in Muskogee (Creek) territory. The map, printed some five decades before the forced migrations of so many Native peoples to Oklahoma territory in the 1820s and 1830s, designates this region, Northeast of Mexico and Southeast of the Osage nation, as "Land Unknown."

This biennial will offer opportunities to make Tulsa a land somewhat better known to our membership, both as the city exists today and as it is embedded (sometimes uncomfortably) in history and memory. We will be based downtown at the Hyatt Regency, less than two miles from the Council Oak Tree at which the Lochapoka Clan of the Creek Nation marked the end of the journey they were compelled to take from their ancestral lands. It was a journey of death, with only 469 of the 630 who began the trek living to complete it. Our closing reception will be at the Gilcrease Museum of the Americas and Helmerich Center for American Research, which together contain a startling array of art, artifacts, and documents dating from pre-contact times to the present. The existence of this museum, as well as its contents, is tightly linked to Oklahoma history, for its original contents were collected through the wealth of the Glenpool oil strike and the interest that one oilman, Thomas Gilcrease, had in exploring and honoring his Native heritage. There will be an option on the Friday afternoon of the conference for a smaller group of attendees to visit the Cherokee Heritage Center in Tahlequah, the capital of the

## Inside this Issue . . .

<b>Letter from the SEA President</b>	<b>1-3</b>
<b>Letter from the SEA Vice-President</b>	<b>3-4</b>
<b>Letter from the SEA Executive Coordinator</b>	<b>4-5</b>
<b>Announcements</b>	<b>6-8</b>
<b>Recognitions for SEA Members</b>	<b>8-9; 13</b>
<b>Focus on Early American Historical Sites (New Feature)</b>	<b>10</b>
<b>Early America at MLA</b>	<b>11-12</b>
<b>Early America at SSAWW</b>	<b>12-13</b>
<b>Upcoming Conferences</b>	<b>14</b>
<b>SEA 10th Biennial Conference</b>	<b>14</b>
<b>Calls for Papers</b>	<b>14-15</b>
<b>SEA Council of Officers</b>	<b>15</b>
<b>Opportunities for Giving</b>	<b>16</b>
<b>Membership Information</b>	<b>16</b>
<b>Image Index</b>	<b>16</b>



Cherokee Nation and endpoint of the Cherokee Trail of Tears.

The second evening of the conference will coincide with the city's First Friday Art Crawl in the Brady Arts District, a 10-minute walk from the hotel, where attendees can dine at a variety of restaurants and then stroll around the local galleries and Woody Guthrie Center. East of the Brady Arts District, with the OneOK Field (home of the Driller baseball team and the Roughnecks soccer team) at its western edge, is the Greenwood district. In the early twentieth century this neighborhood contained one of the most prosperous African American communities in the United States, but in 1921 it became the site of the Tulsa Race Riot. This event wrought the double evils of physical destruction and historical erasure. Estimates of the number of black citizens killed range up to 300; the number of victims remains an estimate because after the Riot several archives were expunged, and the event was removed from the city's official memory.

Over the past two decades the community of Tulsa has come to acknowledge the Race Riot. The construction in 2009 of John Hope Franklin Reconciliation Park and its memorial to the victims of the Riot stands as vivid evidence of a transition away from what historian Elena Esposito has termed "social forgetting" to an acknowledgment of a past of which the city's white community cannot be proud. This acknowledgment did not come easily, however, nor without intense national as well as local pressure. This transition to collective remembering is still underway, as was seen two years ago when the movement to rename Brady Street, (after the Ku Klux Klan membership of early Tulsa businessman Tate Brady was brought to public notice) resulted in the "renaming" of the street after Civil War photographer Matthew Brady. While not strictly within the chronological bounds of early America, the Tulsa Race Riot offers opportunities for examining an episode of racist violence that has continuity with a deeper American past. It also illustrates the complexities that attend the process of reconciling collective memory with documented history. There will be an option on Friday for a smaller group of attendees to take a bus tour of the Tulsa Race Riot area and Reconciliation Park, organized by the John Hope Franklin Reconciliation Center.

The question of collective memory, especially as it is anchored in *les lieux de mémoire* -- sites of memory, as termed by Pierre Nora -- such as the Tulsa Race Riot site, the Creek Council Oak, or the Cherokee Cultural Heritage Center, links to a broader topic that I hope will be featured in our conversations during and after this biennial: how, even whether, our work on early America speaks to the public's understanding of the past. Public engagement is hardly new to the SEA. Many of our members have been deeply involved with outreach projects in their own communities for quite a while.

We also have always had a diverse membership of high school teachers, librarians, independent scholars, and museum curators as well as academics, and some of the most memorable events from our conferences have involved specific forms of public engagement.

Think, for example, of the wonderful Lowcountry Heritage Food event at our eighth biennial in Savannah, which featured the labors of David Shields and Glenn Roberts to recover heritage grains and regional cuisines. The seventh biennial in Philadelphia featured a plenary panel, "Benjamin Franklin and Public Life," providing links between public engagement in past and present, even as a range of activities situated us in Philadelphia's rich historical past. There was the opportunity we had at the sixth biennial in Bermuda to meet some of the descendants of the Wampanoag captives of Metacom's war. The Prophetstown Revisited conference, organized by Kristina Bross and Ned Watts in 2008, brought together tribal historians, activists, teachers, museum curators, and academics in workshops on topics including scholarship with Native communities, historic preservation in tribal communities, and teaching indigenous American texts in high school and middle school. It also, of course, was anchored in sites of memory: historic Prophetstown and the Prophetstown battleground. The 2017 conference will be doing something new only in addressing the question of public engagement on a larger scale, adding opportunities for community outreach, and foregrounding the question of the relationship between early America and the public.

This seems to me to be the right time for us to be thinking in more ambitious and creative ways about how we can foster closer and richer connections between our organization and our communities. To do so only positions us fully within our contemporary moment. I won't be surprised if future historians of higher education look back on the early twenty-first century as an era in which the idea of the ivory tower, already widely acknowledged to be a myth, more or less disappeared from public perceptions of universities. This evaporation of what was always a misty ideal is taking place not only because hard economic and political realities press ever more relentlessly on students and faculty, nor only because of tightening links between campuses and corporations through internships and research enterprises. It is also occurring because faculty and students have been intertwining their experiences of teaching, researching, and learning ever more closely with their local and global communities. Service learning programs proliferate in undergraduate curricula while scholars range beyond university campuses to teach in community centers, local libraries, schools, churches, and prisons.

Open access websites provide rich resources for the widespread distribution of knowledge, even as twitter feeds, video archives, and occasional live broadcasts make the proceedings of academic conferences available to audiences far removed from the actual events. More than ever, colleges and universities are situating themselves deliberately and fully in the world. Given the importance of early America to national identity and political conversations throughout the Americas, and indeed in many other parts of the world, it seems especially important for our organization to be intensively engaged in public discourse.

Please note the Call for Panel Proposals, which has a deadline of May 2, 2016. More information about the conference will follow in SEAN, on our listserv, and on our website. I look forward to seeing everyone in Tulsa next year.

Laura Stevens, SEA President

### Letter from the SEA Vice-President

Visiting Austin, Texas in January was my first ever trip to Texas, and came at the beginning of winter term as I was teaching the *Relación* of Alvan Nunez Cabeza de Vaca in my American Literature to 1800 course. The text has been popular in our field since the 1990s, but it was widely read in Texas well before that, and its author embraced as the “first White man” in the state’s anglocentric history. There is a monument to him in a Houston park, wearing the helmet and breastplate that he lost before he ever set foot in Texas, and local historians have devoted great efforts to tracing his route across the state. Much ink was spilled in support of the idea that he and his three companions traveled the full width of Texas, crossing into Mexico only near the end of their odyssey. Historian Donald Chipman tells of how Robert T. Hill, a successful geologist who used his knowledge of the state’s landforms to try to pin down the Spaniard’s route: “Hill likened the heresy of moving Cabeza de Vaca out of Texas to landing the Pilgrims in Canada or to placing John Smith and Pocahontas in Ohio. To accept the trans-Mexico route, he railed, was to take away ‘Cabeza’s Texas citizenship.’” [*Southwestern Historical Quarterly* 1987, p137]



In my course we move from Cabeza de Vaca to John Smith and Pocahontas by way of Isaac Jogues, Jean de Brébeuf, Mary Rowlandson, Olaudah Equiano, and conclude with Thomas Jefferson. How or why do I draw all these authors together in American Literature, even though some spent little time within the lower forty-eight?

I posed to the class the question, should literary history be organized by language, by nation, or by place? The issue seems fundamental, but most academics fudge or avoid the arguments that might ensue from it, because “English” (or “French” or “Spanish”) is both noun and adjective, and can refer to any or all of the three. Specialists teaching English of the medieval and post-colonial periods are inclined to emphasize language. Early Americanists, however, are perhaps best equipped to consider the question, and I think are most likely to ground their literature in place. We study writings of the colonial period before the United States was formed, and of the early republic when writers worked to create a national literature. We also study the multi-lingual and multi-imperial heritage of sixteenth to eighteenth-century North America.

The Longfellow Institute at Harvard University, led by Marc Shell and Werner Sollors, sponsored in the 1990s an initiative they called LOWINUS, or “Literatures of what is now the United States.” They edited two anthologies of primary texts and studies of writers in many languages, nearly all from the 19th and 20th centuries. The acronym never really caught on, though, even as many Americanist scholars have sought out unfamiliar texts in Spanish, French, German, Native American and other languages, from all periods.

To collect and study the literary heritage of what is now the United States is both an effort to celebrate a multi-cultural, multi-lingual national identity, and a patrol along modern national borders in search of authors to include. Borders such as the Rio Grande of southwest Texas reflect the imperialist history of the United States, notably the Mexican-American War. Cabeza de Vaca has become a citizen of Texas, even as many who follow his path from Mexico or Cuba into what is now the United States are denied such citizenship. More successful than LOWINUS is the Recovering the U.S. Hispanic Literary Heritage Project of Arte Publico Press in Houston, which aims “to locate, preserve and disseminate Hispanic culture of the United States in its written form since colonial times until 1960.”



In my course I also teach Juan Bruce-Novoa's essay on Cabeza de Vaca, in which he argues "that Alvar Nuñez's *Relación* marks the beginning of Chicano literature" and seeks to "demonstrate how the text exerts a creative force on Chicano letters." Cabeza de Vaca's account of living for six years or more among Native people along the Gulf Coast, struggling to survive on oysters, roots, and prickly pears, becomes the first step in an apprenticeship among the Indians, an assimilation into a new society, which he nonetheless betrays when he delivers his Native guides into the hands of the Spanish conquistadors.

The hemispheric turn in American Studies has revealed a tension between those who see it as a diversification of the English-language canon and those who see a domineering move by anglophone scholars claiming expertise over works that Latin-American specialists have long studied. To shift the frame from language and nation to place does not avoid the controversy. Major figures such as Alvar Nuñez Cabeza de Vaca or Alexander von Humboldt brought imperial agendas to the Americas, and have been studied quite differently by scholars of various national and linguistic backgrounds in the Americas. These issues become even more volatile under the rubric of LOWINUS, due to its presentist, nationalist implications. Early Americanists are equipped to interrogate and revise such paradigms, and to propose acronymic alternatives, such as LOW-WONS, the literatures of what was once New Spain. We should emphasize the shifting geographical and cultural maps of the Americas and teach the controversies that emerge from them.

Gordon Sayre, SEA Vice-President



### **Letter from the SEA Executive Coordinator**

Think about when and how you first became excited about early America and early American studies. Was the spark your own reading, an inspiring teacher or professor, or a research paper that gripped your attention? As teachers and researchers immersed in the world of early America, we easily forget what brought us to this field, yet we almost daily strive to instill some of the same excitement in our students. Even more, how do we engage students in research and problem-based learning that moves the agenda, the questions, and even the approach from us to them?

At many colleges and universities, undergraduate research has become the holy grail of pedagogical and even administrative change, because it seems to offer responses to several challenges—flagging student interest, low enrollment in liberal arts and humanities majors, the search for clear links between academic training and "real-world" application, and the need to justify public and private funding in times of shrinking budgets. Rather than tackling the larger debates surrounding undergraduate research, I posit that as early Americanists we are uniquely equipped to facilitate productive and even transformative research among our undergraduates.

What is undergraduate research? According to a joint statement of the Council for Undergraduate Research (CUR) and the National Conferences on Undergraduate Research (NCUR), it is "a collaborative enterprise between student and faculty member," replacing paradigms of frontal instruction with a student-centered model ("Joint Statement"). In undergraduate research, learning should happen through doing. Moreover, the CUR/NCUR statement identifies a four-part learning process: a) the identification and acquisition of a specific methodology, b) the "setting out of a concrete investigative problem," c) "the carrying out of the project," and d) the sharing or, in the widest sense, publishing of the results. How do we as early Americanists adapt this model to our field?

Rather than beginning with a set of perhaps difficult research methodologies in early American studies, finding a concrete problem to investigate may come more easily to students first encountering our field. If we teach early America not as a neat sequence of periods, genres, authors, and ideologies but as a dynamic mix of peoples and ideas, students may seize upon problems and questions that are unexplored, insufficiently understood, or hotly debated. I also believe that local stories, places, and mythologies of the early American past lend themselves to helping students leap off the page and into concrete research questions. After discussing the anthologized literature of Native American removal and resistance, for example, I jump with my students into a discussion of Carroll County's (Georgia) history of Creek removal and the execution of Chief McIntosh at the hand of anti-removal Upper Creek (McIntosh's reconstructed cabin graces a local park, and his name has been appropriated for a local shopping plaza and high school). Students may investigate how Native people and Euro-American settlers responded to, thought about, justified, and resisted conflicting claims on land and identity. How was this conflict erased from but also inscribed in our current landscape and in the documentary evidence? The trickier question of how undergraduates can conduct original research---what methods they should use and

what skills they need—leads into various directions. We now have a plethora of digital archival resources in early American literature, culture, and history—from print databases such as Early American Imprints, America's Historical Newspapers, and American Periodical Series to manifold online manuscript databases such as the Massachusetts Historical Society's collection of Phillis Wheatley poems and letters or the University of Pennsylvania's "Penn in Hand" digital manuscript archive, which includes Francis Daniel Pastorius's vast "Bee-Hive" commonplace book. I have found that turning students loose on the databases to explore their personal interests and then recover and edit a neglected text can be both rewarding and intimidating. I have also tried a more manageable approach by making an "original source text requirement" part of a larger research paper, with students having to expand the pre-determined repertoire of anthologized and assigned texts by finding and interpreting less well-known original texts on the same topic or in the same genre. Finally, I have also encouraged students with strong non-English language skills to translate brief selections from non-English sources in early American literature; my favorite example of such work was a "dueling" translation two students prepared of a German-language anti-slavery poem by Francis Daniel Pastorius. "Research," in that case, included their reflection on shades of meaning resulting from different linguistic choices and semantic changes of words in English and German.

The last step in the learning process—sharing and even publishing the results—is, according to CUR/NCUR, the most frequently neglected element of undergraduate research. What role might the SEA play not just in providing concrete teaching strategies (e.g. through our syllabus exchange) that encourage undergraduate research but also in facilitating the sharing of the results and approaches among a broader academic community? Teaching panels are regularly offered at SEA conferences, taking ever more innovative formats. However, we have traditionally only included faculty and graduate students in our gatherings. Could we imagine panels at the biennial conference, for example, where faculty members team up with selected undergraduate students to highlight key moments and strategies in undergraduate research? Such collaborative panels could introduce undergraduates to professional opportunities while allowing faculty members to share teaching methods with peers through direct interaction with their students.

I can imagine such an experience to become transformative for both students and professors, enticing a new generation of scholar-teachers to join our field and become active participants in the formation of new knowledge.

Patrick Erben, SEA Executive Coordinator

## **A Note on the Society of Early Americanists Website**

The Society of Early Americanists Website was originally designed and created in 1994 by Professor Michael P. Clark, University of California, Irvine who launched the site in 1995 and served as Webmaster until 2006. In doing so, Michael Clark created a virtual gathering space even before we met for our first SEA conference in Charleston in 1999. Over the years, Michael Clark gathered a webteam to create and sustain associated pages on teaching and other resources that has included Edward J. Gallagher, Lehigh University; Hal Halbert, Valley Forge Military Academy and College; Tamara Harvey, George Mason University; Susan Imbarrato, Minnesota State University Moorhead; Mark Kamrath, University of Central Florida; Lisa Logan, University of Central Florida; Andrew Newman, State University of New York at Stony Brook, along with Raymond Craig, Bowling Green State University, who established the SEA listserv.

[http://www.societyofearlyamericanists.org/website\\_history.html](http://www.societyofearlyamericanists.org/website_history.html)

The managing of all of these websites is done in the creative and good spirit of service to the SEA, and in keeping with our Bylaws, II. Media: "The Society shall sponsor whatever electronic media it deems useful for the promotion of its mission of furthering the exchange of ideas and information among scholars of early American studies." Since 1995, the SEA website continues to serve our membership and the larger scholarly community by providing news and announcements about SEA conferences and other society information, including our founding documents.

The SEA website is currently linked to the following SEA associated pages:

The SEA "Early American Fellowships, Seminars, and Prizes" page, managed by Professor Tamara Harvey, George Mason University, includes information about seminars, fellowships, annual prizes, and publication opportunities related to Early American literature, history, and culture. This page is generously hosted by George Mason University: <http://mason.gmu.edu/~tharvey2/>



## ANNOUNCEMENTS

### NEW SEA DUES STRUCTURE

Recently, the Executive Committee has decided to institute a new dues structure for SEA membership.

As you know, the SEA began a cooperation with the University of North Carolina Press three years ago to include a subscription to *Early American Literature* as an SEA membership benefit; at the same time, UNC Press took over managing membership dues collection, new applications, and renewals. We have now had the opportunity to assess the impact of this additional benefit on the SEA's budget and determined that a modest dues increase has become necessary to sustain both the *EAL* subscription and our multifaceted programs. The dues increase is especially modest in the graduate student and discount membership categories, reflecting our inclusiveness across the profession and our commitment to recruiting emerging scholars into our society. Non-tenure track faculty members (e.g. adjunct or part-time) are now included in the discount category. We also offer a two-year membership, which includes a discount across all categories.

Our new dues structure is as follows:

\$70 Graduate Student Membership (two years); \$40 Graduate Student (one year)

\$75 Discount Membership (two years); \$40 Discount Membership (one year)\*

\$120 Faculty Membership (two years); \$80 Faculty Membership (one year)

Foreign postage add: \$48 (two-year membership); \$24 (one-year membership)

\*The category of Discount Membership includes non-salaried University faculty (non-tenure track faculty, adjuncts, instructors, and emeritus), high school teachers, historical society staff, and independent scholars.

Your SEA membership benefits include:

- Subscription to the SEA's official journal, *Early American Literature*.
- SEA Newsletter (SEAN) twice a year.
- Participation in our biennial conference (membership required), business meetings, topical conferences, and workshops
- Voting in biennial elections for SEA Executive Coordinator and on matters of the Society.
- Exclusive installments of our International Abstracts Series, a digest of recent scholarship on early Americanist subjects published by international scholars and presses.

The SEA "Teaching Early American Topics" page, originally created by Professor Edward J. Gallagher, Lehigh University, includes resources for teaching undergraduate and graduate courses in early American studies. Thank you to everyone who recently submitted a new or revised syllabus for the "SEA Syllabus Exchange." This page is currently managed by Susan Imbarrato and generously hosted by Minnesota State University Moorhead: <http://web.mnstate.edu/seateaching/>

The SEA "Recent Publications on Early American Topics" page, originally created by Professor Michael P. Clark, includes recent books and new releases in early American studies. This page is currently managed by Susan Imbarrato and generously hosted by Minnesota State University Moorhead: <http://web.mnstate.edu/seabooks/books.html>

The Society of Early Americanists website is generously hosted by the University of California, Irvine, School of Humanities. We thank Michael P. Clark, Professor, Department of English and Senior Vice Provost for Academic Affairs, University of California, Irvine, for his kind assistance in providing this hosting for the SEA website. We also thank and appreciate Stan Woo-Sam, Programmer/Analyst, UC Irvine, School of Humanities, for overseeing the excellent technical support of the SEA website: <http://www.societyofearlyamericanists.org>

Please let us know if there are any suggestions for the SEA website; thank you!

Susan Imbarrato, SEA Webmaster





- Eligibility for graduate student travel grants to SEA conferences.
- Eligibility to apply for the SEA Essay Competition.
- Membership in the new SEA Junior Scholars' Caucus.

Thank you for your continuing support of the Society of Early Americanists. For any membership questions, please contact Patrick Erben, SEA Executive Coordinator, at [seacoord@gmail.com](mailto:seacoord@gmail.com). For further information about the SEA's activities, please visit [www.societyofearlyamericanists.org](http://www.societyofearlyamericanists.org).



### Update on SEA Policy Change

As you know, our next biennial will be in Tulsa on March 2-4, 2017, and the deadline for session proposals is May 2, 2016. Decisions will be made on session and panel topics by July 2, and the list of open sessions will be circulated to our membership. The deadline for individual proposals to those open sessions will be August 15, 2017. Within two weeks the website for the conference will debut. In the meantime, I am attaching to this message the CFP that I handed out at the 2015 meeting in Chicago. I am also providing a link here to another document: the SEA's new policy on affiliated organizations, which was approved at our 2015 business meeting. [http://www.societyofearlyamericanists.org/SEA\\_policy\\_on\\_Affiliate\\_Organizations.pdf](http://www.societyofearlyamericanists.org/SEA_policy_on_Affiliate_Organizations.pdf)

This policy sets forth procedures by which other organizations and the SEA may form affiliations. It also notes that affiliated organizations may request a dedicated panel at the SEA's biennial conference.

If you represent an organization that would like to seek affiliation with the SEA, please look over the procedures and contact Gordon Sayre, our Vice-President: [gsayre@uoregon.edu](mailto:gsayre@uoregon.edu). I therefore would like to set an informal deadline of April 1 for any affiliation requests to come in, should any organization like to have a dedicated session for the 2017 conference. I also would like to request that all affiliate sessions be submitted by the May 2 deadline for all proposals, so that the program committee can be certain that the conference will have suitable range of topics. These sessions may be already formed, or they may be open sessions to be included in our general call for submissions over the summer.

This policy constitutes a potentially significant change to how the SEA's biennial runs, and the Executive Committee would like to proceed cautiously in dedicating panels or sessions to our affiliates. For the next conference, I would like to establish a plan that no more than 10% of the conference sessions be devoted to affiliates. This will ensure that all interested participants will have sufficient opportunity to propose sessions on a wide range of topics. At the business meeting we will discuss how the new affiliate policy is working out and determine whether any changes should be made. If anyone has questions please feel welcome to contact the Executive Committee at [seacoord@gmail.com](mailto:seacoord@gmail.com) or email me personally.

Laura Stevens, SEA President



### Junior Scholars' Caucus

The Society of Early Americanists' Executive Committee is delighted to announce the launching of a Junior Scholars' Caucus. Any student or scholar within three years of receipt of a Ph.D. and a member of the SEA is welcome to join. The Junior Scholars' Caucus will be focused on providing opportunities for networking and professional guidance for students as well as those who have recently entered the profession. There will be two Chairs who serve staggered two-year terms, with one ending in an even-numbered year and the other in an odd-numbered year.

Our hope is that going forward the Caucus's members will elect their leaders, but to launch the caucus we have appointed the first two chairs: Melissa Antonucci from the University of Tulsa, who will serve a term expiring in March 2017, and Kirsten Iden from Auburn University, who will serve a term expiring in March 2018. The main tasks of the Chairs will be to organize a social event at every biennial conference (with some funding assistance from the SEA), to organize one panel on a topic of their choosing at the biennial, and to provide opportunities, both informal and formal, for mentorship by more senior scholars. They will also organize the election of their successors at least two months before their terms expire.

The Caucus will also have a faculty mentor who will serve a term of three years. Typically the faculty mentor will be selected by the Executive Committee in consultation with the Caucus Co-Chairs. The task of the Faculty Mentor will be to guide and assist the caucus's chairs and members, for example by addressing questions on professionalization and helping them match junior scholars with potential mentors in the field. He or she will also help to keep lines of communication open between the Caucus and the Executive Committee. One of the Society's former presidents, Professor Dennis Moore of Florida State University, has graciously agreed to serve as the founding Caucus Mentor, with a term expiring in March 2018.

The Executive Committee would like to express its thanks to Melissa, Kirsten, and Dennis for agreeing to serve in these new roles. Their first task will be to compile a list of those SEA members interested in joining the caucus. If you are a student or are within 3 years of receipt of your doctorate, and you would like to join, would you please email Melissa and Kirsten? If you attended the opening lunch for junior scholars at the joint SEA-Omohundro conference in Chicago and wrote your email on the paper we passed around, you are already on the list.

Melissa Antonucci: [melissa-antonucci@utulsa.edu](mailto:melissa-antonucci@utulsa.edu)

Kirsten Iden: [kti0001@tigermail.auburn.edu](mailto:kti0001@tigermail.auburn.edu)

All best wishes to the Junior Scholars' Caucus organizers, and thank you again for your service to the Society of Early Americanists!



### **First Installment of SEA International Abstracts**

The first installment of the Society's International Abstracts has been collected. It will be distributed as a pdf by email to our members over the following week, as a supplementary benefit of their membership.

This first installment focuses on the work of scholars at German Universities from 2011 to 2013. We owe a big thanks to Katherina Kovalkov and Frank Newton, who collected these abstracts under the direction of Oliver Scheiding, Chair of American Studies at Johannes Gutenberg Universität in Mainz, Germany. Some of these abstracts feature work by German scholars in American publications, but most feature publications issued by German

presses, giving us a clear sense of the exciting work being done by junior and senior scholars alike in Germany. We do want to stress that the abstracts are a work in progress, and we hope to see it grow over the next few years. We have reached out to the European Early American Studies Association in the hopes that some of their members might work with us on the next installments, featuring work by scholars in other European countries.

Our goal is that these abstracts will help keep our members in North America informed about the exciting early American scholarship underway outside the U.S., Canada, and British Isles. We are also optimistic that this venture will facilitate communications and connections by early Americanists across national and oceanic divides. If you would like to join the SEA or renew your membership, please go to: <http://www.uncpress.unc.edu/browse/page/849>. For any questions about the status of your SEA membership, please feel welcome to write to our executive coordinator Patrick Erben at [sea-coord@uoregon.edu](mailto:sea-coord@uoregon.edu). Please do email us if you have questions or suggestions about this venture.



## **RECOGNITIONS**

Jillian Sayre, Assistant Professor, Rutgers University - Camden, has won the seventeenth annual SEA Essay Contest for 2016 for her paper, "Significant Otherness: Companionability in American Frontier Narratives," which was delivered at the ASECS conference in 2015.



*Jillian Sayre*



## BOOK AWARDS

Books by Anna Brickhouse and Elizabeth Maddock Dillon have been recognized for their contributions to the study of early America.

*The Unsettlement of America: Translation, Interpretation, and the Story of Don Luis de Velasco, 1560-1945* (Oxford University Press) by Anna Brickhouse and *New World Drama: The Performative Commons in the Atlantic World, 1649-1849* (Duke University Press) by Elizabeth Maddock Dillon were named as the two Finalist Mentions for the John Hope Franklin Publication Prize for the best book in American Studies in 2015.

The John Hope Franklin Publication Prize was established in 1986 and has been awarded annually for the best book published in American Studies. The 2015 prizewinner was Mireille Miller-Young for *A Taste for Brown Sugar: Black Women in Pornography* (Duke University Press).

Additional information about the prizes can be found at: [http://www.theasa.net/american\\_studies\\_association\\_awards\\_ceremony\\_2015](http://www.theasa.net/american_studies_association_awards_ceremony_2015)

In addition:

Anna Brickhouse's book, *The Unsettlement of America*, was the co-winner of the *Early American Literature* book prize for 2015.

Elizabeth Maddock Dillon's *New World Drama* received the Barnard Hewitt Award for Outstanding Research in Theatre History from the American Society of Theatre Research in November, 2015.

Congratulations!



Anna Brickhouse

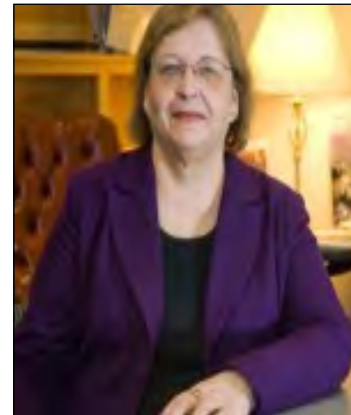


Elizabeth  
Maddock Dillon

## Society for the Study of American Women Writers Recognizes Two Early American Scholars

The **2015 SSAWW Karen Dandurand Lifetime Achievement Award** was given to Sharon M. Harris, Professor Emerita, University of Connecticut.

The Karen Dandurand Lifetime Achievement Award is given every three years at the Society for the Study of American Women Writers' conference to recognize a scholar's career achievement in the study of American women writers. The award recognizes the individual's commitment to the field as demonstrated in his/her teaching, mentoring of students, scholarship and service. The award is named in honor of Karen Dandurand, who passed away in 2011. She was one of the founding editors of *Legacy* and was an active member of SSAWW, serving as Vice President of Development (2004-2009).



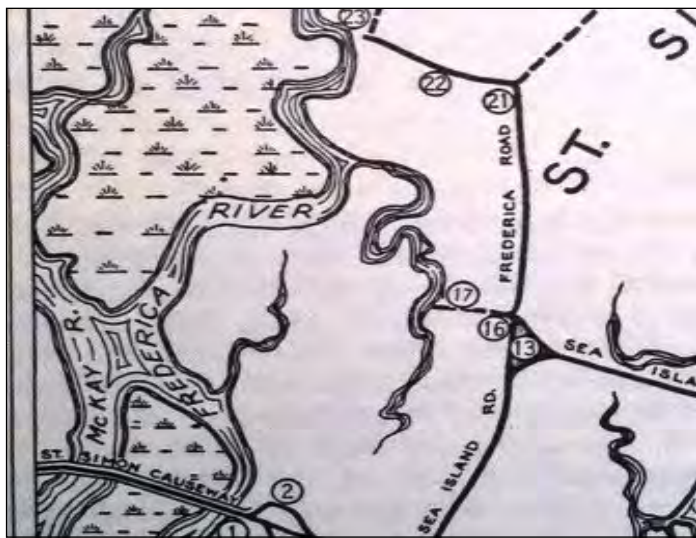
Sharon M. Harris

The **SSAWW 2015 Edition Award** was given to Theresa Strouth Gaul for her book, *Cherokee Sister: The Collected Writings of Catharine Brown, 1818-1823* (University of Nebraska Press, 2014). This award is given every three years at the SSAWW conference to recognize excellence in the recovery of American women writers. The award recognizes an edition published during the preceding three years before the submission deadline.



Theresa Strouth Gaul

Travelers carrying the 1939 WPA Georgia Guide would cross the causeway from Brunswick, completed the previous decade, turn left, then make a second left onto a dirt road, signaled by a dotted line on the map to reach Point 17, Ebo Landing. This site, on the leeward banks of Georgia's St. Simons Island, has been spelled variously: Ebo/Eboes/Igbo/Ibo Landing. Here, in 1803, a small group of captive west Africans dove into the swift tidal current of Dunbar Creek, choosing the water over slavery. The trader William Mein (or Meen) reported in a letter now at the Historical Society of Pennsylvania how ten to twelve "Negroes rose by being confined in a small vessel" and "took to the marsh." Written records describe a suicide and financial loss.



*Map of Eboe's Landing*

Oral traditions hold otherwise. Some say the Eboes walked back to Africa, other say they flew. (According to local Floyd White, "Dey gits drown.") In most versions the Eboes chant, in translation, "the water carried us here, the water will carry us away"; in more recent tellings, they sing the Reconstruction-Civil Rights anthem "Oh, Freedom" ("And Before I'd be a Slave.")

Through the early twentieth century, St. Simons had been a hotbed for ethnographic research. From the Sea Islands, linguist Lorenzo Dow Turner pieced together links between the Gullah-Geechee idiom and West African languages. Alan Lomax and Zora Neale Hurston recorded the songs and voices of freed slaves at St. Simon's Harrington School. Combing the sandy roads of south Georgia for informants, oral historians probed former slaves for magical tales —the Flying African especially. Many trace the Flying African directly to Dunbar Creek. Supposedly the waters are haunted. According to the WPA Guide, locals refuse to fish here because "in the murmur of the river," they hear "the songs of the Eboes."

Amy Roberts, who gives tours of St. Simons to support black history and preservation, says a 2002 reconciliation ceremony laid the spirits to rest. Most of us know the Flying African through Toni Morrison's *Song of Solomon* — "sugarman done fly away." After the Nobel laureate's attention turned to this legend, some scholar would inevitably fix the tradition to a place.



*Eboe's Landing Today*

Eboes Landing, the online *Georgia Encyclopedia* reminds us, is sadly unmarked. On my first trip, I relied upon directions from a volunteer at Fort Frederica National Park, where James Oglethorpe fought back the Spanish, George Whitefield preached, and the Bartrams botanized. The volunteer's directions took me to Atlantic Point, a gated community with a deep water dock and rough plumbed lots, starting in six figures. As development has run rampant and tourist dollars squeeze out family claims, locals like Roberts and others have worked assiduously to preserve island culture. St. Simons takes its heritage seriously; there is a bronze marker for every lost golf ball.

But what would a sign at Dunbar Creek say? Where do we sink the marker? Claims that the Flying African originated here overlook how the narrative circulated throughout the African diaspora. Anthropologists have collected versions of this tale type from Arkansas to Brazil. Literature inhabits its own topography. The landscape of African-American myth started from a need for physical change of place, musicologist Bernice Johnson Reagon reminds us, but this movement long ago turned inward, to the soul. "My mind / flying home at Ibo Landing," poet Honorée Jeffers writes. "Listen to the talk." We cannot cast in bronze the process of telling after 1803. Eboes Landing is a site for collecting stories and names.

For more on St. Simons' African-American heritage, go to [www.ssiheritagecoalition.org](http://www.ssiheritagecoalition.org). For a cultural history of Eboes Landing, <http://roadcourse.us/2015/05/only-passed-on-by-telling-igbo-landing-in-memory/>

## **Early America @ MLA**

The 2016 Modern Language Association Conference was held in Austin, Texas, January 7th-10th.

### **The Letter Killeth but the Image Gives Life: Visual Literacies and Native Americans in Early America**

Presiding: Drew Lopenzina, Old Dominion Univ.

1. 'Mighty Oaks from Printers' Fleurons Grow: The Wampanoag Bible and the Narratives of Its Acorn Glyphs,' Steffi Dippold, Kansas State Univ.
2. 'A Tale of Three Empires: A Woodcut, the Transatlantic Indian, and the Broadside of Occom's Sermon on the Execution of Moses Paul,' Clayton Zuba, Univ. of Delaware, Newark
3. 'The Face in William Apess's Indian Looking Glass,' Drew Lopenzina

### **Reexamining New World Encounters: Archives across Cultures**

Presiding: Matt Cohen, Univ. of Texas, Austin

1. 'Frightening as Demons': Representations of Black Masculinity in the Early French Caribbean,' Ashley Williard, Univ. of South Carolina, Columbia
2. 'Uncovering the Californio Archive: Californios and Anglos in Nineteenth-Century California,' Covadonga Lamar Prieto, Univ. of California, Riverside
3. 'The Ethiopian Synthesis,' Steven William Thomas, Wagner Coll.

### **The Walking Dead: Unquiet Spirits in Early America** Presiding: Kathleen Donegan, Univ. of California, Berkeley

1. 'Colonial American Necropolitics,' Molly Farrell, Ohio State Univ., Columbus
2. 'We Saw Two Skulls Fixed on Poles': Haunted Trails and Spectral Weapons in Conrad Weiser's Journey to Onondaga,' David Kennedy Jones, Rutgers Univ., New Brunswick
3. 'California Native Literatures and the End of the World: Deborah Miranda's Bad Indians, The Walking Dead, and Postapocalyptic Futures,' Cutcha Risling Baldy, Univ. of California, Davis

### **Before the Declaration: Happiness in Early America**

Presiding: Patrick Michael Erben, Univ. of West Georgia

1. "Laughter in the Church: Benjamin Colman's The Government and Improvement of Mirth according to the Laws of Christianity (1707)," Michael Schuldiner, Univ. of Akron
2. "'You Have Nothing to Do but Be Happy': Zinzendorf and Spiritual Bliss in Early America," Craig Atwood, Moravian Coll.
3. "Transporting Happiness: Captive Affect in the Mid-Century Transatlantic," Laura E. McGrane, Haverford Coll.

### **Reexamining New World Encounters: Where Do We Go from Here?**

Program arranged by the forum CLCS Renaissance and Early Modern and the Forum LLC Early American  
Presiding: Matt Cohen, Univ. of Texas, Austin  
Speakers: Emily M. Garcia, Northeastern Illinois Univ.; Jeffrey Glover, Loyola Univ., Chicago; Annette Kolodny, Univ. of Arizona; Andrew Newman, Stony Brook Univ., State Univ. of New York; Luis Fernando Restrepo, Univ. of Arkansas, Fayetteville  
Responding: Ralph Bauer, Univ. of Maryland, College Park

### **Population and Policy: Managing Early America**

Presiding: Karen Rosenthal, Rice Univ.

1. "Benjamin Franklin's Populationist Agendas: Producing a Working Class," Karen Rosenthal, Rice Univ.
2. "The Census and Seduction: Population Stimulation and Management in Early National Seduction Novels," Howard Horwitz, Univ. of Utah
3. "Novels of Redemption: Fiction, Finance, and the Future in Early America," Andrew Kopec, Indiana Univ.—Purdue Univ., Fort Wayne





**Linguistics and Translation in Early America**  
**Presiding: Sarah Rivett, Princeton Univ.**

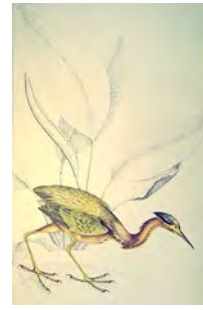
1. "German, Mohawk, English: Conrad Weiser and the Evolution of American Language," Patrick Michael Erben, Univ. of West Georgia
2. "Of Sediment and Shells: Translation and Mistranslation in Colonial Science," Allison Bigelow, Univ. of Virginia
3. "Cartier's Lists: Iroquoian Words in Motion," John H. Pollack, Univ. of Pennsylvania

**Ecogothic in Nineteenth-Century American Literature**  
**Presiding: Tom Hillard, Boise State Univ.**

1. "'The Earth Was Groaning and Shaking': Material Landscapes of Slavery in The History of Mary Prince," Amanda Stuckey, Coll. of William and Mary
2. "'Annihilated Antechronical Leviathans': Ecogothic Representations of Extinction in Herman Melville's Moby-Dick," Jennifer H. Schell, Univ. of Alaska, Fairbanks
3. "Ecophobia and Oliver Wendell Holmes's Elsie Venner," Dawn Keetley, Lehigh Univ.
4. "Vegetal Haunting in American Gothic Fiction," Matthew W. Sivils, Iowa State Univ.

**The Walking Dead: Revenant Justice in Early America**  
**Presiding: Kathleen Donegan, Univ. of California, Berkeley**

1. "Transatlantic Apparitions: Ghostly Exchanges in Colonial America," Erin Pearson, Univ. of Rochester
2. "Translating the Ordeal of Touch: Speaking and Silent Bodies in Early America," Rebecca Rosen, Princeton Univ.
3. "'When Graves Shall Freely Render Up Their Dead': The Spectral Origins of the American Cadaver," Tiffany DeRewal, Temple Univ., Philadelphia



**Early America @ SSAWW**

The 2015 Society for the Study of American Woman Writers Conference was held in Philadelphia, PA, November 4th-8th.

**Authorship as Hybridity: Women, Writing, and Representation in Early America Society of Early Americanists (SEA)**

Panel Chair: Cassander L. Smith, University of Alabama, Tuscaloosa

Joy Howard, New Jersey City University,  
"Hearing Silenced Voices in the Archive: Rebecca Kellogg and Collective Authorship in the Iroquois Heartlands"

Tara Bynum,  
Rutgers University-New Brunswick  
"Doctorin' Friends: Obour Tanner and Phillis Wheatley"

Jennifer Desiderio, Canisius College,  
"An Unfinished Narrative: Women's Quaker Life Writing in the Eighteenth Century"

Amy Aronson, Fordham University,  
"Redressing the Problem of Silence: Hybridity and Collective Authorship in Early American Women's Magazines"

**Empire Building and Women's Writing in the Early Americas**

Cochairs and organizers: Mary McAleer Balkun, Seton Hall University, and Susan Imbarrato, Minnesota State University Moorhead

Joan Bristol, George Mason University, and Tamara Harvey, George Mason University  
"Creole Civic Pride and 'Exceptional' Black Women"

Thomas Lawrence Long, University of Connecticut's School of Nursing  
"The Midwife's Calling: Martha Ballard's Diary and the Empire of Medical Knowledge in the Early Republic"

Denise Mary MacNeil, University of Redlands,  
"Empire and the Pan- Atlantic Self in *The Female American; or, the Adventures of Unca Eliza Winkfield*"

Brigitte Fielder, University of Wisconsin-Madison,  
"The Woman of Colour and the Black Atlantic"

Theresa Strouth Gaul, Texas Christian University,  
"Catharine Brown's Body: Missionary Spiritualizations  
and Cherokee Embodiment"

### REFLECTION FROM SSAWW

This was my first SSAWW experience. I enjoyed greatly the friendly atmosphere. At the conference, there were several early American-flavored panels and papers, including the SEA-sponsored panel "Authorship as Hybridity: Women, Writing, and Representation in Early America." In that session, panelists Joy Howard and Tara Bynum led the audience in a discussion about the ways in which women helped to shape the cultural landscape of early America both as writing and non-writing subjects. We discussed methodologies and archives that broaden conversations about gender, representation/mediation, and authorship, and we talked about what constitutes an archive when examining the lives and literature of women in early America. Highlights from the panel session include Howard's discussion of Rebecca Kellogg, a translator and cultural mediator between the Mohawk and colonial missionaries, like Jonathan Edwards.

Although there is no record of Kellogg having written herself, according to Howard, she is co-author of a number of texts, residing at the intersection of (Bakhtin) utterances. Through Bynum's work, we also discussed the mechanisms, the cultural and physical routes through which women, like Phillis Wheatley and her associate Obour Tanner, influenced the circulation of texts. Through Bynum's reading of the letter exchange between Wheatley and Tanner, who apparently shared a friendly intimacy, we were able to see black women writing in the early period not simply as resistant subjects but as affective beings who expressed joy or, in Bynum's words 'good feeling,' even as they negotiated the inhumanity of slavery. For sure, it was a fruitful discussion.

Cassandra L. Smith  
Assistant Professor  
The University of Alabama Tuscaloosa

### *Honoring Annette Kolodny at the MLA*

On January 8, 2016, at the MLA Convention in Austin, Texas, the MLA Women's Caucus sponsored a special session honoring Annette Kolodny's career as a scholar, teacher, administrator, and mentor. Speakers addressed the various aspects of Professor Kolodny's career and her many contributions to the profession and the field of early American literature.

Professor Kolodny indicated that this was to be her final MLA conference, but she is still looking forward to attending the 2017 SEA conference in Tulsa.

Professor Kolodny was also a speaker in the session "Reexamining New World Encounters: Where Do We Go From Here?" She took the opportunity to sketch out several prospective projects scholars might consider undertaking in the years ahead. In her remarks, Professor Kolodny explained that she is now transitioning from pursuing scholarship and criticism and beginning, instead, to compose a memoir. Her talk has been posted in the MLA Commons.



*At the MLA conference in Austin, January 2016; seated from left to right: Shelley Fisher Fishkin, Annette Kolodny, Annette's husband, the novelist Daniel Peters, and Joyce Anne Joyce.*

## UPCOMING CONFERENCES

### **The Society of Early Americanists Special Topics Conference, “Translation and Trans- mission in the Early Americas”: The Fourth Early Americanist ‘Summit,’ University of Maryland and Washington DC, 2-5 June, 2016**

Continuing in the tradition of the First (Tucson, AZ, 2002), Second (Providence, RI, 2004), and Third (St. Augustine, FL, 2010) Early Ibero/Anglo Americanist Summits, this thematic conference on “Translation and Transmission in the Early Americas” will bring together scholars working in various languages and disciplines to exchange questions, ideas, research and teaching methods, and to promote comparative perspectives and cross-disciplinary dialogue in the study of the early Americas. For more general information about the conference, please visit the conference website:

<http://oieahc.wm.edu/conferences/supported/translation/index.html>

The event will be co-sponsored by the Society of Early Americanists (SEA), The Omohundro Institute of Early American History and Culture (OIEAHC), The Kislak Family Foundation, the Early Americas Working Group (Washington DC), the Mexican Cultural Institute (MCI), the National Museum of the American Indian (NMAI), and the University of Maryland.

Program Committee: Allison Bigelow (U Virginia), Ralph Bauer (U Maryland), Alejandra Dubcovsky (Yale), Patrick Erben (U West Georgia), Luis Fernando Restrepo (U Arkansas), Carlos Jauregui (Notre Dame).

For any questions, please contact: Allison Bigelow (U Virginia) [amb8fk@eservices.virginia.edu](mailto:amb8fk@eservices.virginia.edu) and Ralph Bauer (U Maryland) [bauerr@umd.edu](mailto:bauerr@umd.edu).

### **ASECS 47th Annual Conference Pittsburgh, PA March 31-April 3, 2016**

For questions or more information, please visit their website: <https://asecs.press.jhu.edu/>

### **American Literature Association 27th Annual Conference May 26-29, 2016**

For questions or more information please visit their conference website:

<http://americanliteratureassociation.org/calls/annual-conference/>

The SEA will sponsor three sessions at the 2016 ALA annual conference; for more information, visit: [http://www.societyofearlyamericanists.org/conferences\\_forthcoming.html](http://www.societyofearlyamericanists.org/conferences_forthcoming.html)

### **Conference Calls for Papers**

*While every effort has been made to present information accurately, interested persons should always verify submission dates and criteria in conference announcements.*

### **The Society of Early Americanists 10th Biennial Conference Tulsa, Oklahoma March 2-4, 2017**

The 2017 SEA Biennial will be anchored in downtown Tulsa, with special events at the University of Tulsa’s Helmerich Center for American Research at the Gilcrease Museum of the Americas. There will be an optional field trip to the Cherokee Heritage Center in Tahlequah and a tour of the Tulsa Race Riot Memorial & Greenwood District (site of the 1921 race riot). Proposals for traditional or experimental format sessions on all aspects of early America are welcome, but we will be especially attentive to the question of the public in early America as well as the public place of early American studies today. Optional public outreach activities, especially involving local schools and teachers, will be available to interested attendees. There will be travel fellowships for graduate students & adjunct faculty, schoolteachers, tribal historians and curators. Plenary speakers will include Prof. William Warner of the University of California, Santa Barbara.

Session Proposals Deadline: May 2, 2016; Individual Paper Proposals Deadline: August 15, 2016.

Please contact Laura Stevens, SEA President, with any questions: [laura-stevens@utulsa.edu](mailto:laura-stevens@utulsa.edu)

### **SEA Workshop and Symposium: Indigenous Archives in the Digital Age: Celebrating *The Occom Circle***

Co-directors: Ellen Cushman (Northeastern), Elizabeth Maddock Dillon (Northeastern), and Ivy Schweitzer (Dartmouth).  
Dartmouth College, Hanover, NH, September 9-11, 2016

Digital archives of Indigenous materials have enriched our notions of texts and what counts as Native writing, but raise questions of ownership and control. This workshop and symposium will celebrate *The Occom Circle* and other indigenous digital archives by exploring the multiple modalities of Indigenous histories and texts and their remediation through digital means. How can archives be turned into living places—that is, how can they serve community interests of Indigenous survivance? How might we understand the multiple literacies of Indigenous communities and how does that reshape our conception of literary history?



The program will offer a keynote address by Tim Powell, Director of the [Center for Native American and Indigenous Research](#) (CNAIR) and Rick Hill, director of the [Deyohaha:ge: Indigenous Knowledge Centre](#) at Six Nations Polytechnic in Ontario. There will be two plenary panels. Confirmed speakers include: Damián Baca (University of Arizona), Jason Lewis (Concordia University), Kim Christen Withey (Washington State University).

There will be an exhibit of documents from the Occom and Wheelock Papers at Dartmouth, exhibits of recent and ongoing digital archives as well as hands-on workshops teaching DH skills. Attendees will be able to visit the Occom and Eleazar Wheelock papers in Dartmouth's Special Collections. A tour of the Orozco Murals and a stroll around Occom Pond will be part of the conference activities.

Please consider organizing a panel, workshop, or submitting a paper. **Deadline: Tuesday, March 15, 2016.** Send a short description of the panel, workshop or abstract of paper and cv, or inquiries to Ellen Cushman ([m.cushman@neu.edu](mailto:m.cushman@neu.edu)), Elizabeth Maddock Dillon ([E.Dillon@neu.edu](mailto:E.Dillon@neu.edu)), or Ivy Schweitzer ([Ivy.Schweitzer@Dartmouth.edu](mailto:Ivy.Schweitzer@Dartmouth.edu)).

**Empire in the English-speaking world, 17th-18th centuries: An International Conference hosted by SEAA XVII-XVIII (Société d'Etudes Anglo-Américaines des XVIIème et XVIIIème siècles), 20-21 January 2017, Maison de la Recherche, Université de la Sorbonne, Paris**

'Empire' is a useful, though controversial, point of entry for studying the historical process leading to the formation of our modern, globalized world. Along with mercantile capitalism and colonialism, European imperialism has largely contributed to shaping the world as we know it, fashioning many of its political borders, cultural practices and economic networks. Starting to take form in the early seventeenth century, the British empire began with the English settlement of North America and several islands in the Caribbean, and gradually asserted itself as a major world power with the establishment of private companies – chief among which the East India Company – to administer its colonies and overseas trade. Through their empire, the British disseminated their institutions, culture, and language, so that even the nations that emerged out of the empire had to define themselves through their attitudes to that concept. Such was the case for the United States, conceiving itself from the start as an 'empire of liberty', while for many British people the empire was, and still is to some extent, an essential part of their Britishness.

Proposals in English or French (250-300 words) and a brief biographical statement (100 words) are to be sent by April the 30th, 2016 to conference organizers: Professor Ladan Niayesh, Université Paris Diderot, LARCA (UMR 8225): [niayesh@univ-paris-diderot.fr](mailto:niayesh@univ-paris-diderot.fr) Professor Marie-Jeanne Rossignol, Université Paris Diderot, LARCA (UMR 8225): [rossignol@univ-paris-diderot.fr](mailto:rossignol@univ-paris-diderot.fr)



## SEA Council of Officers

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**Website:** <http://www.societyofearlyamericanists.org>

### To Our Members

The SEA thanks its new and renewing members for their invaluable support of our Society. Your contributions make early American studies thrive. Please remember to keep your membership current and direct any membership inquiries to the Executive Coordinator, Patrick Erben ([seacoord@uoregon.edu](mailto:seacoord@uoregon.edu)).

You can also help build our membership by referring colleagues in the field to the Society's homepage: <http://www.societyofearlyamericanists.org/index.html>

### Society Information/Membership

The Society of Early Americanists provides a forum for scholarly and pedagogical exchange and professional support among scholars of various disciplines who study the literature and culture of America to approximately 1800. Our membership of over 350 individuals enjoys a bi-yearly newsletter detailing activities in our field, a website that links to many documents of interest to early American scholars and teachers, and a listserv. We also offer opportunities for networking and dissemination of professional work. If you are interested in joining the Society, please see the membership information on our homepage: <http://www.societyofearlyamericanists.org>

### Opportunities for Giving

In addition to keeping your SEA membership active, you can contribute to the Fund to Honor Excellence in Teaching: [http://www.societyofearlyamericanists.org/honored\\_teachers.html](http://www.societyofearlyamericanists.org/honored_teachers.html)

### IMAGE INDEX

1. "World Map." Image Credit: stonybrook.edu
2. "Map of the Journey of Cabeza de Vaca." Image Credit: [http://www.pbs.org/weta/thewest/places/trails\\_ter/cabeza.html](http://www.pbs.org/weta/thewest/places/trails_ter/cabeza.html).
3. Frontispiece, "Distant View of the Rocky Mountains," Edwin James, *An Account of an Expedition from Pittsburgh to the Rocky Mountains, Performed in the Years 1819, 1820. . . .* Online facsimile edition at [www.americanjourneys.org/aj-144a/](http://www.americanjourneys.org/aj-144a/). Courtesy of the Wisconsin Historical Society.
4. "Carta della Nuova Francia e della Luigiana Nuovamente Scoperta," Courtesy of the John Carter Brown Library at Brown University.
5. "Birds of Chile," Courtesy of the John Carter Brown Library at Brown University.
6. "Spanish America," Courtesy of the John Carter Brown Library at Brown University.
7. Jillian Sayre. Courtesy of Jillian Sayre.
8. Anna Brickhouse. Courtesy of Anna Brickhouse.
9. Elizabeth Maddock Dillan. Courtesy of Elizabeth Maddock Dillan.
10. Sharon Harris. Image Credit: <http://english.uconn.edu/wp-content/uploads/sites/451/2014/03/harris-wp-150x150.jpg>
11. Theresa Strouth Gaul. Courtesy of Theresa Strouth Gaul.
12. Map of Eboe's Landing. Courtesy of Tom Hammock.
13. Atlantic Point Image. Courtesy of Tom Hammock.
14. Image Credit: Chicago in 1868 from Schiller Street north side to 12th Street south side. Drawn by A. Ruger, Chicago, Chicago Lithographing Co. [1868], Library of Congress, Geography and Map Division.
15. "Little green Bittern, a pretty bird," William Bartram, <http://www.unf.edu/floridahistoryonline/Bartram/intro/intro.htm>
16. Annette Kolodny at MLA. Image Credit: Rosemary Feal.
17. Image Credit: Detail of the present-day Oklahoma region from Thomas Jefferys' *American Atlas: or, a Geographical Description of the Whole Continent of America* (1776), courtesy of the Department of Special Collections and University Archives, McFarlin Library, the University of Tulsa.