



THE SOCIETY OF EARLY
AMERICANISTS

From the SEA President

The SEA's eleventh biennial is the Society's first on America's west coast (to be exact, Eugene is about a hundred kilometers inland from the coast). It will highlight early American scholarship in and about the Northwest and the Pacific Rim. At first I believed this might be a challenge. I've taught at the University of Oregon my entire career, twenty-five years now, and so I have thought a lot about how it must be easier to teach the subject in the east or southeast, where many students might know of Plymouth Rock, Valley Forge, or Jamestowne from visits with family or school outings. Here in Oregon the basic geography of the Atlantic coast is unfamiliar for many local students, and whereas I have long been interested in maps and exploration, it is the sentimental and political themes of exile, marriage, and revolution that usually inspire my students' interest in the early American courses I teach.

To prepare for the conference I have been reaching out to my colleagues across campus and I've found unexpected riches--research projects in eighteenth-century American history and literature that have amazed me. I'd like to tell you about two of them in this column, because these are among several you can learn about at SEA 2019 in Eugene.

Pedro Garcia-Caro is a colleague in Romance Languages whose first book was about Thomas Pyncheon and Carlos Fuentes. In researching mining history at Berkeley's Bancroft Library, Pedro came across a manuscript entitled *Astucias por heredar un sobrino a un tio*, a satiric comedy composed in 1789-90 in Mexico City by a mining engineer from Spain named Fermin de Reygadas. Later works by Reygadas made a name for him in Mexican revolutionary letters, but this work had been censored; banned from the stage at the capital's grand Coliseo theatre. It had lain hidden in the archives for nearly two hundred years, but there was evidence that it had been performed at least once in the Villa de Branciforte, near Santa Cruz, California, around 1796. A theatre historian had called it "the first drama performed in California."

Garcia-Caro worked for several years to edit and publish the play in the series from Arte Publico Press, "Recovering the United States' Hispanic Literary Heritage." Thanks to the work of a brilliant UO graduate

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"Oregon City on the Willamette River, by John Mix Stanley, circa 1850-1852."

student, the play is now bringing laughter and delight to Anglophone audiences here in Eugene. On May 26th the University's Theatre Arts program opened "Tricks to Inherit," translated and directed by Olga Sanchez Saltveit, a PhD student in theatre who is also a member of Milagro troupe in Portland. Sanchez Saltveit learned of the manuscript from Prof. Caro and undertook to translate it into English verse. Having just seen the play over Memorial Day weekend, I can tell you it is a tour de force. Fermin de Reygadas wrote the drama on the cusp of the French Revolution, and it is a satiric tale of servants and masters, of privilege and class reversal, inspired by Marivaux, Beaumarchais, and loosely based on a 1708 play by Jean-François Regnard.

Another serendipitous event here at UO occurred in April, when colleagues in History and Russian organized a symposium entitled "Russians in the Pacific Northwest: From Fort Ross to the Aleutian Islands." This event drew two scholars from eastern Russia, one from Sitka, Alaska, and several from Northern California who spoke about Metini-Fort Ross and the ongoing studies of interactions between Russian traders and Miwok and Pomo peoples of that region of coastal California. In addition, two artists from Eugene spoke of their innovative work: T. Edward Bak has composed a graphic novel about Georg Wilhelm Steller's voyages along the Alaska coast in the eighteenth century, and Olga Volchkova has created a series of paintings that reimagine the Russian Orthodox icons as botanical images.

For the 2019 conference, SEA members Michelle Burnham and Jeffrey Glover are working on panels of scholars who will follow up this research on Russian colonization of the Northwest, and UO faculty, including historian Ryan Jones, plan to participate.

The SEA has long nurtured scholarship in American colonial history and literature based in the East, South and Midwest, and we will continue to showcase these strengths at the 2019 biennial. But I am excited to find new work on the eighteenth-century west coast right here in my own backyard.

Gordon Sayre
SEA President
University of Oregon



"Overmantel from the Baldwin House, Shrewsbury, Massachusetts."

From the SEA-Vice President

For my column in this issue, I chose to interview Brigitte Fielder, Chair of the new SEA Committee on Antiracism and Equity.

Could you please introduce yourself to our readers?

I'm an Assistant Professor of Comparative Literature at the University of Wisconsin-Madison. I work primarily on U.S. literature of the "long" nineteenth-century, especially early African American literature, (but sometimes teach and write about earlier and later texts). My work specializes in race and gender and I have additional interests in children's literature/childhood studies, and human-animal studies. I started attending SEA in 2009. I served on the Program and Arrangements Committee for the 2017 conference and am serving on that committee again for the 2019 conference.

What was the motivation for the SEA's new committee on Antiracism and Equity? How did you become involved?

At several SEA conferences, I've witnessed a series of incidents that might be best characterized as racist microaggressions of various scales. Over the past decade, I have enjoyed many things about the SEA conferences I've attended and have friends and colleagues in the organization. In many ways I have found a niche there. However, had I witnessed any of these incidents at my first SEA or were I not close to many other members, I would not have returned. These incidents make me hesitant to recommend the conference to more junior indigenous scholars and scholars of color. Other members have confirmed that my experience is not unique. Predominantly white institutions are not predominantly white by accident, but by design. They have, historically, been unwelcoming to indigenous people and people of color. What I describe is not a problem of outlier individuals or isolated events, but a structural problem that plagues many historically-white institutions. Racism is not perpetuated only by social pariahs, but even by beloved members of our own community. We must therefore address this in terms of requiring a cultural shift, rather than weeding out bad individual elements. Such change requires structural, rather than individual solutions, and will require a group effort.

I want to try to help SEA become more welcoming to people like myself, both for my current minoritized colleagues and for the younger scholars after us. With the help of a small group of SEA members, I drafted a proposal to establish the Antiracism and Equity Committee. Having previously served on the program and arrangements committee, I was in the privileged position of having the ear of the current executive committee, from whom I have received some initial encouragement.

Why the “Antiracism and Equity Committee”?

My choice of words reflects the need for active engagement against racism and the need for something beyond “diversity” and “inclusion” to counter historically inequitable structures.

What are the goals of the committee?

The committee’s purpose is to coordinate efforts to make SEA more welcoming to indigenous scholars and scholars of color and to better support these scholars in our field. Our ongoing project is to enact a cultural shift in SEA toward this purpose. Ideally, the result would be both the recruitment and retention of more indigenous scholars and scholars of color as members, regular participants, and leaders in SEA. Moreover, we want to improve the experiences of such scholars within the organization, at its conferences, and at SEA-sponsored events, and for the organization to better support these scholars’ work in early American studies.

How can the SEA address these goals? Are there any mistakes we should avoid?

Some initial questions we asked include:

- How might we recruit indigenous and scholars of color to attend and present at SEA? What would incentivize more minoritized scholars to attend our conference?
- How might we better acknowledge the research of indigenous scholars and scholars of color as important to early American studies?
- How can we support the research of indigenous scholars and scholars of color? How, especially, can we better support junior scholars of color?

One mistake I see made again and again is by no means unique to SEA and is one that nonwhite scholars before me have long critiqued in our academic institutions: Academic institutions often conflate the study of minoritized people with the support of minoritized scholars. While both of these things are necessary, these are not the same thing. I think Early American Studies scholarship has taken a turn for the better in the past few decades, refusing to focus solely on white people in early America. The field has not, however, taken the turn of ensuring that nonwhite people are equitably represented among scholars of early American Studies. Nor has our field engaged sufficiently with work in Ethnic Studies fields.

What tools does our Society have to address racism and inequity?

Anyone who studies racism can tell you that nothing is new. The forms of racism we see are both legacies and repetitions of past iterations. An understanding of the past is always useful when talking about race and racism. As scholars who must make the importance of our work on early America apparent for people in the twenty-first century, we should all understand the relevance of past rac-

ism for our present moment. However, studying race in the past does not *necessarily* translate to doing antiracist work in the present. Scholarly work on race does not necessarily translate to antiracist collegiality. We need to be attuned not only to academic expertise but also to experiential expertise when it comes to the topics of race and racism.



Brigitte Fielder

Have other scholarly organizations taken steps that could be a model?

We would do well to look toward Ethnic Studies fields that intersect with interdisciplinary Early American Studies – Native American Studies, African American Studies, Latinx Studies, and Asian American Studies. We need to read and teach and cite more work in these fields. The predominantly white organizations I have seen take clear and deliberate steps toward antiracism are overwhelmingly responding to crises. And even closely-related scholarly organizations are not in the same place on their respective journeys toward diversity, antiracism, and equity. We can and should look to other fields who are having similar conversations (some examples might include the efforts of nonwhite scholars in Medieval Studies and Children’s Literary Studies), and we should all compare notes on strategies for improvement.

What are the challenges for the work of the committee, and how would you address them?

One of our biggest challenges is structural. Historically, antiracist work has overwhelmingly been done by nonwhite people. This is neither fair nor sustainable for a predominantly white organization like ours. The people most familiar with racism and its effects ought not to have the largest burden of this work. Nor can nonwhite scholars fix problems that are not caused by our presence, but by structures of exclusion beyond us.

I have therefore proposed a committee that would be collectively led by a small group of scholars of color and indigenous scholars and including a larger group of white scholars. This committee would therefore be deliberately structured with the most marginalized scholars in leadership roles, with white antiracist scholars doing their fair share of the labor to ensure that this work is not done only by the members most harmed by racism. This experimental structure is obviously quite different from most academic committees, and we’ll need to experiment to make it work.

I've agreed to work in the role of "chair" for organizational purposes at the outset of this endeavor, though I envision a more communal leadership structure will emerge.

What initiatives from your committee should we expect?

For our upcoming conference, the committee is working to organize a series of panels dedicated to discussing antiracism in early American Studies. These panels would continue discussions begun at our 2017 conference and these conversations would necessarily be ongoing as we pursue antiracist goals that cannot possibly be corrected in a single conference cycle.

We've also discussed longer-term goals to recruit and support racial diversity in SEA's membership. One idea we've discussed is to raise funds for a conference scholarship/travel fund specifically for indigenous junior scholars and junior scholars of color. This kind of material support could go a long way in communicating to these early career scholars that they are welcome in our organization.

What should members learn, and how can they become involved?

I hope all conference attendees will be able to attend at least one panel on antiracism at our upcoming conference and to engage in these conversations. As we strategize about how to best do this important work, we welcome suggestions.

At the conference we will also circulate a formal statement outlining the purposes and strategies of the Antiracism and Equity Committee and we will be looking forward to extending our work beyond the 2019 conference.

Thank you for your time and your work for the SEA!

Patrick Erben
SEA Vice-President
University of West Georgia

From the SEA Executive Coordinator

On March 1st—4th of this year, Abram Van Engen hosted the SEA's special topics conference on "Religion and Politics in Early America" in St. Louis, Missouri, with the co-sponsorship of the John C. Danforth Center on Religion and Politics at the Washington University in St. Louis and the Kinder Institute on Constitutional Democracy at the University of Missouri. The program committee included also Kristina Bross, Alexandre Dubé, Lorri Glover, Toni Wall Jaudon, Peter Kastor, Stephanie Kirk, Robert Morrissey, Mark Valeri, and Kelly Wisecup.

The rich and diverse program that Professor Van Engen and his team assembled brought to a culmination a revival of religion in early American studies during the last decade or so. Although the study of religion, which had dominated early Americanist scholarship since its inception, never entirely disappeared, it was pushed into the background during the 1990s and early 2000s by other topics of interest, such as empire, economics, politics, race, class, and gender, as well as ecology. During those decades, early American studies saw a significant diversification in methodologies and approaches that has greatly enriched scholarship and that is now informing the recent revival in religious studies, culminating with this conference, which brought together, in the best of SEA traditions, junior and senior scholars, from both North America and Europe.

Some of the diverse perspectives that program participants brought to bear on the study of religion in early America included political science, philosophy, disability studies, the study of print culture, critical race studies, media studies, and digital humanities. Panel topics included religion and empire, religion in public life, religious violence and toleration, the politics of conversion, theology and race, Secularism, Epicureanism, Islam, and Afro-Catholicism. Overall, while seventeenth-century Puritanism—traditionally a strong presence in the study of early American religion—was the explicit focus of four panels, the eighteenth and early nineteenth centuries were at the center of attention at "Religion and Politics."

Also, whereas the focus of early American religious studies had traditionally been on New England, the program of this conference offered a significant expansion of the field of American religious studies by including papers focused on areas beyond New England and even the Thirteen Colonies, such as the British Caribbean, Haiti, French Louisiana, Quebec, colonial Latin America, and the Philippines. The program even included an entire series of panels, entitled "Colonial/Global" and organized by Stephanie Kirk (a professor of Spanish at Washington University), that integrated scholars working in British and colonial Latin American studies. The thematic panel or workshop series was perhaps the most notable organizational feature of the conference program.

Apart from Professor Kirk's series, the program featured a panel series on "Material Culture, Religion, and Politics in Early America," organized by Caroline Wigginton and sponsored by American Culture Studies; on "Religion and Politics in Early American Missions," organized by Brian Franklin; on "William Penn and the Quaker Legacy," organized by Andrew Murphy; on "Native American Religion and Politics," organized by Kelly Wisecup; and on "Dissent and Religious Disestablishment in the American States," co-organized by Jonathan Den Hartog and Carl Esbeck. Each cluster ended with a "series summation" in which the organizers took stock of the discussion in the various panels.

Finally, continuing a tradition begun by Dennis Moore, the program featured a series of “Colloquies” with recent book authors, one organized and moderated by Moore himself, featuring Molly Farrell’s *Counting Bodies*, and one organized and moderated by Toni Wall Jaudon, featuring Pablo Gómez’s *The Experimental Caribbean*.

A new feature for an SEA-sponsored conference was the focus on contemporary social issues not necessarily related to the conference topic or early America. Thus, the program included two open discussion forums on “Preventing Harassment and Fostering Ethical Mentoring in Academia and Our Field,” one moderated by Gordon Sayre and Laura Stevens and another one by Kristina Bross and Ralph Bauer. These forums aimed at taking stock of the recent news about widespread sexual harassment, discrimination, and abuse in academia, including the field of early American Studies, and gave birth to a draft document on “Ethical Mentoring of Junior Scholars in the Humanities: An Articulation of Best Practices,” which was spearheaded by former SEA president Laura Stevens and which has since been circulated to the membership.

The regular conference program ended with a closing reception in the spectacular venue of Holmes Lounge at the Washington University, during which tribute was paid to Sandra Gustafson, who has stepped down as editor of *Early American Literature* and who will be succeeded by Marion Rust, who had served as the journal’s book review editor. The conference concluded on Sunday with an excursion to the Cahokia Mounds, a historic park on the site of a pre-Columbian Native American city across the Mississippi River from St. Louis. Overall, the conference was a spectacular success from an organizational point of view and offered a richly rewarding intellectual experience. Congratulations to Professor Van Engen and his team for putting together such a memorable “off-year” conference for our intellectual community.

Ralph Bauer
SEA Executive Coordinator
University of Maryland

Announcements

New SSAWW Liaison

Theresa Strouth Gaul, Professor of English at Texas Christian University, has graciously agreed to serve for the next two years as the SEA liaison to SSAWW (Society for the Study of American Women Writers). She also agreed to organize the SEA’s affiliate panel for the SSAWW Conference in Denver this Fall.

Dr. Gaul’s research interests include Native American Literatures, Epistolary writings before the Civil War, and letters and diaries.



Theresa Strouth Gaul

The SEA panel at SSAWW will take place on Sunday, November 11th, 9:30-11:45, and will proceed as follows:

“Lostness, Fragments, and Divides in Early American Women’s Narratives” (organized by the Society of Early Americanists)
Chair: Betsy Kilmasmith (University of Massachusetts, Boston)
Organizer: Theresa Gaul (Texas Christian University)

- Jamie Bolker, “Women in the Wilderness: Lostness in the Narrative of Mary Rowlandson and Sarah Kemble Knight” (Fordham University)
- James M. Greene, “The Two Bodies of Deborah Sampson” (Pittsburg State University)
- Daniel Diez Couch, “Early National Reform and Lydia Maria Child’s Economy of Fragments” (United States Air Force Academy)
- Betsy Kilmasmith, “Recovering the Rebels: Using 19th-Century Novels to Teach 21st-Century Research Methods” (University of Massachusetts, Boston)



The Savage Family

New Mentor for the SEA Junior Scholar Caucus

Jonathan Beecher Field has agreed to serve as the new mentor of the SEA Junior Scholar Caucus. Dr. Field, Associate Professor in American Literature at Clemson University, published *Errands in to the Metropolis: New England Dissidents in Revolutionary London* in 2009. Dr. Field is succeeding Dennis Moore, Associate Professor at Florida State University. Dr. Moore served as the Founding Mentor to the SEA Junior Scholars Caucus. In addition, Dr. Moore received the Excellence-in-Graduate-Mentoring award from the American Society for Eighteenth Century Studies (ASECS) Graduate Student Caucus for 2016-2017.



Johnathan Beecher Field



Dennis Moore

SEA 2018 Essay Contest Winner

SEA's 2018 Essay Contest winner is Caroline Wigginton, Assistant Professor of English at the University of Mississippi. Her essay, titled "The Indigenous Terrain of Early American Book History in the Upper Mississippi Valley," considers the multi-century inscription practice by which the Indigenous peoples of the Upper Mississippi River Valley transformed the land and documented and narrated their relationship to it and each other. It then turns to the late eighteenth-century travel writings of Euro-American Jonathan Carver in order to explore the ways that this Native text, one that is still present and changing, shapes settler colonialist books.

The award was presented to Dr. Wigginton at the SEA special topics conference, Religion and Politics in Early " in St. Louis. Dr. Wigginton recent published *In the Neighborhood: Women's Publication in Early America* (2016).



Caroline Wigginton

SEAN Contributors Sought

For the Fall 2018 SEA newsletter, we are seeking contributions for the following features:

- **Early American Historical Sites:** this feature focuses on little-known or under-appreciated sites of interest for early Americanists. The typical length is 1000-1500 words; an image of the site is encouraged.

- **Digital Early America:** This feature highlights a digital archive, web site, resource, or tool of interest to early Americanists. The typical length is 1000-1500 words; images are encouraged.
- **Teaching Early America:** This new *SEAN* feature will highlight the teaching early America and can focus on a course, a specific text or texts, or a teaching strategy. The typical length is 1000-15000 words.

For additional information, contact Mary Balkun, *SEAN* Editor (mary.balkun@shu.edu).

New SEA Essay Contest Committee Chair

Mairin Odle, Assistant Professor at the University of Alabama, will be succeeding Steven W. Thomas as the new essay contest committee chair.

Dr. Odle studies Native American history and history of the body in the seventeenth and eighteenth centuries. The society thanks Dr. Thomas for his service and welcomes Dr. Odle to her new position.



Mairin Odle

See page 14 of this issue of *SEAN* for details about entering the SEA's Twentieth Annual Essay Competition.

New Early American Literature Editor

Marion Rust, Professor of English at the University of Kentucky, is the new editor of *Early American Literature*. She is succeeding Sandra Gustafson, Professor of English at the University of Notre Dame.

Dr. Rust has served as the longtime editor of the journal's review section. She specializes in nineteenth century American women writers and autobiography studies. She recently published "Making Emends: Adrienne Rich, Audre Lorde, and Anne Bradstreet" in *American Literature* (2016), and the "Introduction" to *Women's Narratives of the Early Americas and the Formation of Empire* (2016), ed. Mary Balkun and Susan Imbarrato.



Marion Rust

Other changes to *Early American Literature* include Michelle Sizemore, also of the University of Kentucky, serving as the journal's interim Book Review Editor for 2018-2019. Dr. Katie Chiles, University of Tennessee, will serve as the new Book Review editor starting 2019.

SEA Scholars of the Month

SEA Scholar of the Month for April

Rebecca Lush is a professor of Literature and Writing Studies at California State University, San Marcos. Most recently she published an essay in *Horror Studies* titled “Original Sin,” which analyzes the fictional colonial Virginia setting in *The Vampire Diaries*.



SEA Junior Scholar of the Month for May

Heather Finch is a faculty fellow in English at Belmont University. She studies the impact of enslaved women’s narratives in the pre-nineteenth century on black women’s lives in the present moment.



SEA Junior Scholar of the Month for April

Christine Xine Yao is a post-doctoral fellow at the University of British Columbia and will be taking a lecturer position at University College London. Her current projects include a book manuscript on the politics of unfeeling in the nineteenth century.



SEA Scholar of the Month for June

Jason Payton is currently working on a book about literary representations of piracy in the Atlantic world between the seventeenth and nineteenth centuries. Formerly an Asst. Professor of English at Sam Houston State University, he will begin a new position at the University of Georgia this fall.



SEA Scholar of the Month for May



Lisa Brooks is Professor of English and American studies at Amherst College. She just finished two major projects: *Our Beloved Kin: A New History of King Phillip’s War*, and a corresponding website.

SEA Junior Scholar of the Month for June

Ana Schwartz will be an Assistant Professor at the University of Texas, Austin starting in fall 2018. She is currently working on two and a half book projects, including one that is derived from her dissertation topic of biopolitics and white settler colonialism.



The Indian Papers Project is a Yale University-created database for digitizing and bringing together early Northern Native American resources in one location. A recognizable lack of accessible primary source materials, along with the financial and time impositions placed on scholars to find primary materials in archives, are the primary reasons behind the creation of this database. Although the project is meant to assist scholars in their research, it also serves as an educational resource for students and teachers of all grades. Native American tribes are also invited to use this source to research their own history and gain further historical knowledge of the complexities and struggles associated with Native American history in the United States.

In 2003, following years of discussion and concern, Yale's History Department and American Studies program planned to support the Indian Papers Project. Run from Yale Divinity School, the project has been supported and sponsored by the National Endowment for the Humanities, the National Historical Publications and Records Commission, the Andrew W. Mellon Foundation, the Council on Library and Information Resources, and the Arcadia Fund.

Project editors have worked to create a succinct and direct mission statement that includes working toward the recovery of fragmented source materials that are not readily available to researchers; providing an open-access repository that explores Native American history and culture; and presenting a collection of documents that represents the shared histories between Native Americans, Britons, and Americans in the Atlantic world.

Along with the primary documents, the Yale Indian Papers editorial team provides scholarly transcriptions of the digitized material. Editors on the project selectively chose what will be included in the *The Native Northeast Portal*, the digital home where the transcribed primary sources are available for viewers. Primary source material includes letters, petitions, treaties, land records, newspaper clippings and maps. In selecting what material is digitalized, editorial board members are guided by providing broad tribal representation; selecting rare and fragile texts that are difficult to access at their home institutions, and through encompassing all aspects of Indigenous lives whether that be Indian tribes living on reservations or white settlement areas.



Portrait of first US Ambassador of color, Ebenezer Don Carlos Bassett, proudly displayed on the "About Page" at the Indian Papers Project website.



Collage of documents accessible through The Native Northeast Portal.

The current editorial team includes Executive Editor: Paul Grant-Costa, Assistant Executive Editor: Tobias Glaza, Consulting Editor: Julie Fisher, Tribal Interns: Danielle Hill (Mashpee Wampanoag Tribe) and Eric Maynard (Mohegan Tribe of Connecticut), and Graziano Kratli, Digital Projects and Technology Librarian at Yale's Divinity School.

For more information, visit <https://yipp.yale.edu/>

(All information in this article is from the "Indian Papers Project" site and was compiled by Kaitlin Tonti.)

The Louis Riel gravesite in St. Boniface, Manitoba, is in a small cemetery in front of the Saint-Boniface Cathedral, on the banks of the Red River of the North. The imposing stone façade of the cathedral has a large round hole where its stained-glass rose once was. Most of the enormous church burned down in 1968, and a new modernist church was constructed within the remaining walls of the old. St. Boniface, on the east side of the river, faces Winnipeg on the west and is home to the largest Francophone community in western North America. Louis Riel *fils*, who was hanged in 1885 as punishment for leading the second of the two Métis rebellions, has come to be a martyr-hero for many French Canadians. His trial and execution divided the two language communities in Canada, and his legacy can still inflame tensions between them. For example, bills to declare a posthumous pardon for Riel were introduced in Parliament in 1995 to coincide with the referendum in Quebec on a declaration of national sovereignty. They never came to a vote.

Some historians claim Louis Riel is the most written-about person in all of Canadian history. His prominence as a Métis political leader was brief, and was shared with others. But his celebrity as a millenarian Catholic visionary, as the founder and name-giver of the province of Manitoba, and as a populist rebel against Canadian federal control and Anglican and Anglophone hegemony, has helped raise the prestige of Métis identity. Today many are proud to claim this identity, even if they lack the official status conferred upon Métis, (distinct from indigenous or First Nations) in the Constitution Act of 1982.

The martyr hero's father, Louis Riel Sr. (1817 - 1864), is buried at the same site. He was the son of a French Canadian voyageur and a mixed-blood Chipewyan mother, and emerged as a leader of the Métis community in 1849 when he championed the case of Guillaume Sayer, a fur trader who challenged the monopoly of the Hudson's Bay Company. In the first two decades of the nineteenth-century, the Red River valley was the scene of violent conflicts between the fur trade companies and their employees and clients. The Hudson's Bay Company enjoyed a British royal grant of sovereignty over the river watersheds on the west side of the eponymous bay. Although many mixed-blood peoples were born of HBC fathers, those metis never developed a separate identity. As historian John Foster writes: "If the mother remained with the Indian band the child was an 'Indian'" (although he then names as exceptions that prove the rule two sons of Robert Inkstetter, an HBC trader). The rival North West Company operated out of Montréal and shipped its furs from Rupert's Land through the Great Lakes and St. Lawrence River. In trying to preserve its market share against the HBC, the North West encouraged Métis to see themselves as a "New Nation" whose interests were threatened by the HBC and by the arrival of hundreds of Scots settlers led by Lord

Selkirk, who were transported to the future site of Winnipeg in 1811.

Later, when the Canadian military and railroad construction crews came to the area, the Métis were again suspicious of the motives of those who wished to integrate them into Canada and its commercial networks. Louis Riel the younger was twice elected to the Canadian Parliament, but as a fugitive from justice he was never able to travel to Ottawa. His rebellion was not founded on principles of tolerance or democracy, however. He aspired to create a new religious movement, the "église catholique, apostolique et vitale des Montagnes Lumineuses" and to govern Manitoba as a kind of theocracy independent of the Catholic church.



Statue of Riel

In Manitoba today roughly twenty percent of the population is either indigenous or Métis. A heroic bronze statue of Louis Riel *fils* stands in front of the Manitoba parliament building, facing the Assiniboine River, which flows through Saskatchewan, his father's birthplace and the location of the 1885 rebellion.

Why is it that Mexico developed a mestizo identity, but in most of the United States and Canada no equivalent exists? The term "half-breed" is usually understood to be a racial slur, and "mixed-blood" a compromise acknowledged by most but embraced by few. In 17th-18th century New France and Louisiana, the focus of much of my research, mixing occurred, but the offspring were absorbed by a native, or less often, a European colonial identity.

The word "métis" shares the same roots as mestizo and in the last couple decades has become more widely used, although its spelling, signification, and history are still the topic of much debate by historians and the wider public. To see these historical sites and monuments dedicated to Louis Riel as an icon of Métis identity and Manitoba history was exciting for me as an early Americanist.

Gordon Sayre
University of Oregon

EAL 53.2. Forum: Materials and Methods in Native American and Indigenous Studies: Completing the Turn

Alyssa Mt. Pleasant, Caroline Wigginton, and Kelly Wise-cup

Mississippian Contexts for Early American Studies
Phillip H. Round

Tomahawk: Materiality and Depictions of Haudenosaunee
Scott Manning Stevens

Margaret Boyds Quillwork History
Daniel Radus

This forum is a joint project with the *William and Mary Quarterly*, which includes these additional essays in its April issue:

The Good Written Word of Life: The Native Hawaiian Appropriation of Textuality
by David A. Chang

Awikihigawôgan ta Pildowi Ôjmowôgan: Mapping a New History
by Lisa Brooks

Defying Indian Slavery: Apalachee Voices and Spanish Sources in the Eighteenth-Century Southeast
by Alejandra Dubcovsky

Surveying the Present, Projecting the Future: Reevaluating Colonial French Plans of Kanestatake
by Christian Ayne Crouch



Special Issue: EAL 53.3

A special issue of *Early American Literature* on the Spanish Americas will appear this fall.

Guest Editors:

Rodrigo Lazo and Kirsten Silva Gruesz

Contents:

Introduction: The Spanish Americas
Kirsten Silva Gruesz and Rodrigo Lazo

An Epic Return(s): Gaspar De Villagra and His *Historia de la nueva Mexico* in the 21st Century
Manuel Martin-Rodriguez

Claiming Native Space: John Dunn Hunter and the Fredonian Rebellion
Andrew Doolen

The Necropolitics of New World Nativism
Jillian Sayre

Interligualism and Interdependence in Santiago Puglia's *El desengano del hombre* (1794)
Emily Garcia

A Play for Branciforte: Early California and the Survival of Asucias por heredar un sobrino a un tio, a Banned *Comedia* from Bourbon New Spain
Pedro Garcia-Caro

Afterword, and Farewell
Sandra Gustafson

Provocations

Cesar Lyndon's Lists, Letters and a Pig Roast: *A Sundry Account Book*
Tara Bynum

Archives

Thomas Van Erpe at Harvard: Samuel Whiting's Use of Three Arabic Proverbs in *Oratio Quam Comitij Cantabrigiensibus Americanis Peroravit* (1649)
Anthony Witting

Symposium on the Career of Annette Kolodny:

Introduction
Marion Rust

Scholarship as Activism
Michelle Burnham

Revisiting a Memory of Land
Shirley Samuels

Kolodny and Hawthorne, Thirty-Five Years Later
Tom J. Hillard

Navigating Rivers and Opening Territories
Susan Imbarrato

A Dean's Analysis Twenty Years Later
Cary Nelson

Contextualizing the Ecological Indian
Scott Slovic

"Stories were Everywhere"
Beth H. Platote

A Personal Retrospective Response
Annette Kolodny

Please see the "EAL Journal" page on the SEA website for more details:

<https://www.societyofearlyamericanists.org/membership/eal-journal>



Upcoming Conferences

Transatlantic Conversations: New and Emerging Approaches to Early American Studies Johannes Gutenberg-University Mainz, Germany October 4-6, 2018

This joint Obama Institute-SEA workshop will bring together early Americanist scholars from North America and Europe in a 2 ½-day intensive conversation and collaboration about transatlantic perspectives on new developments in the field of early American studies.

Seminal critical interventions—such as Elizabeth Anker and Rita Felski's *Critique and Post-Critique* (Duke, 2017) or Ed Cahill and Ed Larkin's focus on aesthetics in their jointly edited issue of *Early American Literature* (2016)—frequently catalyze new work in early American studies on both sides of the Atlantic. Yet scholars in Europe and North America often apply theoretical questions in different ways and proceed from different assumptions about the aims, methods, and rhetorical articulations of scholarly and critical innovation. Even more basically, varying practices of reading and teaching, or uses of text, context, and critique often make conversations at standard conferences non-starters or inconclusive.

We are delighted to announce that Maurizio Valsania (University of Turin) will give the keynote address on Thursday, October 4. More details are available at: <https://www.societyofearlyamericanists.org/conferences/upcoming>.

Society for the Study of American Women Writers 2018 Triennial Conference: Resistance and Recovery Across the Americas November 7-11 Denver, Colorado

From Anne Hutchinson to Phillis Wheatley to the Crunk Feminist Collective, American women writers have historically engaged in resistance in their creative/activist works, pushing against restrictive gender norms, a patriarchal culture that devalued women in political and economic spaces, the tradition of silence and silencing, and any number of other obstacles that limited women's voices and their freedom to explore the full breadth of their unique identities. At the same time, from scholars like Frances Foster to the initiatives championed by the likes of *Legacy* and the Colored Conventions Project, scholars also work toward recovery, eager to rediscover the works of American women writers who were active in their resistance, insightful in their social and political critiques, and responsive to the dominant discourse on race, protest, social justice, as well as identity, etc. emerging during their lives.

Calls for Papers

Separate Worlds? Spain, the United States, and Transatlantic Literary Culture throughout the Nineteenth Century

Edited by Ricardo Miguel Alfonso (Universidad de Castilla-La Mancha) and John C. Havard (Auburn University at Montgomery)

Over the last 20 years, the transnational turn has spurred Americanists' interest in the literature and culture of the Spanish-speaking world. Most of this work has reframed U.S. literature in hemispheric lights, as Americanists have found much more to discuss with Latin Americanists than Peninsularists. However, a handful of scholars, such as Raúl Coronado (*A World Not to Come: A History of Latino Writing and Print Culture*, Harvard UP, 2013), María DeGuzmán (*Spain's Long Shadow: The Black Legend, Off-Whiteness, and Anglo-American Empire*, U of Minnesota P, 2005), and Iván Jakšić (*The Hispanic World and American Intellectual Life, 1820-1880*, Palgrave, 2007) have ventured further into trans-Atlantic matters than others. To build on works such as these that have illustrated the important cultural engagements between Spain and the United States, we solicit new work on Spain, the United States, and literature in the nineteenth century that goes beyond traditional questions of influence, translation, or transmission.

Essays might examine literary connections that demonstrate either coincidence or separation between the two countries. They might work from either multilingual, comparative perspectives that address U.S. and Spanish literature in tandem or from more monolingual perspectives that analyze literary works of one nation for which the other nation plays some important thematic role. As a way of illustrating future directions for work in the area, we are particularly interested in essays that bring these trans-Atlantic connections into dialogue with major trends in literary study, such as New Formalism, post-critique, and the religious turn/postsecular studies. For instance, scholars influenced by postcritique and/or New Formalism might consider how literary works engaged in trans-Atlantic conversations represent not ideological back formations or false consciousness but rather deliberate engagements.

Essays should use endnotes and conform to Chicago style. The deadline for submission of proposals is October 1, 2018. We will notify accepted proposals by December 1, 2018. We anticipate asking for essays to be completed by August 1, 2019.

Please send proposals to jhavard@aum.edu and ricardo.miguel@uclm.es.

**CFP: Southern Studies Conference, Auburn University at Montgomery, AL
February 1-2, 2019**

Now in its eleventh year, the AUM Southern Studies Conference, hosted by Auburn University at Montgomery, explores themes related to the American South across a wide array of disciplines and methodologies. Registrants to the two-day conference enjoy a variety of peer-reviewed panels, two distinguished keynote speakers and a visiting artist, who gives a talk and mounts a gallery exhibition.

The 2019 Conference Committee invites proposals for twenty-minute academic papers or creative presentations on any aspect of Southern Studies (broadly defined), including those relating to the fields of anthropology, geography, art history, history, literature, theater, music, communications, political science, and sociology. Disciplinary and interdisciplinary approaches to this theme are welcome. A few of the topics include, but are not limited to:

- Pedagogy and the teaching of Southern topics
- Canonicity and the South
- Slavery and the American South
- Explorations of race and conflict in the South
- Religion in the South
- Southern literature

Proposals can be emailed to southernstudies@aum.edu and should include a 250-word abstract and a 2-page CV. The deadline for submission is October 22, 2018. Please note that submission of a proposal constitutes a commitment to attend, if accepted. Presenters will be notified of acceptance by November 2018. For more information, please visit the conference website, or contact Naomi Slipp, Conference Director and Assistant Professor of Art History, Auburn University at Montgomery: nslipp@aum.edu.

For a complete listing of proposed sessions for the SEA Biennial Conference, Feb 28-March 2, in Eugene, Oregon, see:

<https://www.societyofearlyamericanists.org/conferences/sea-2019-biennial/sea-2019-cfp>

Teaching in the Archives

Deadline: August 6th

**SEA Biennial Conference, Feb 28-March 2
Eugene, Oregon**

How do we use archives in early American pedagogy to build student engagement with course content and increase understanding and exposure to a more diverse set of research methods? This roundtable will be a forum for sharing goals, assignments, theories, challenges, and any other resources that may help participants and attendees improve their archival teaching practices or begin using archives in their teaching.

We encourage a big-tent conception of "archives," including (but not limited to) manuscript holdings and other ephemera, rare books, records, physical objects, museum collections, as well as databases and other digital resources. Likewise, we are interested in a broad range of possible assignments and approaches to archives, including (but, again, not limited to) reading, collecting, transcribing, cataloguing, publishing, and digitizing, as well as more speculative or creative projects.

We welcome new and seasoned educators who teach at any postsecondary education level or institution type. Our goal is to organize an interdisciplinary forum, which includes faculty and graduate students in literary studies, art history, American studies, history, and other relevant fields. If you are interested in participating, please send a CV and an approximately 200-word proposal to Thomas Doran (tdoran@risd.edu) Since much of the forum will be devoted to resource sharing and open discussion, proposals should describe your experience and perspective on teaching in/with archives along with the unique contribution you will make to the forum, but they do not need to include a fully developed abstract for a traditional conference paper.

Teaching Teachers How to Teach Early American Literature

Teaching Early American Literature in High Schools

Deadline: August 1

**SEA Biennial Conference, Feb 28-March 2
Eugene Oregon**

I seek paper proposals for a two-part panel on approaches to:

- 1) teaching teachers (and teacher candidates) how to teach early American literature, and
- 2) teaching early American literature in high schools.

Ideally, the two parts of this panel will be scheduled back to back, encouraging conversations between college and high school instructors to learn from each other, share teaching successes and failures, and learn about effective teaching strategies. Thus, I specifically invite submissions from college faculty engaged in teacher training (at the undergraduate and/or graduate level) and high school teachers who have developed effective units for teaching early American literature in their classrooms.

Panel 1) Teaching Teachers How to Teach Early American Literature

- ◆ Innovative pedagogies, such as inquiry based learning, for teaching EAL to teachers and teacher candidates
- ◆ Literary pairings and bridgings
- ◆ Using literary theory and criticism (such as post-colonial or feminist theory) for teaching EAL in high school
- ◆ Model assignments and teaching unites for high school and/or early college
- ◆ Approaches and strategies for using EAL to teach critical understandings of American history, identity formation,

- ◆ ideologies, and politics

Panel 2) Teaching Early American Literature in High School

- ◆ Effective strategies and approaches, specifically successful classroom activities and assignments
- ◆ Text pairings and critical questions
- ◆ Curriculum maps and EAL
- ◆ Resources for teaching EAL in high schools
- ◆ EAL as a tool to confront and discuss issues of racism, diversity, and equity in the secondary classroom
- ◆ Obstacles for teaching EAL in high schools (and how to overcome them)

Please email a circa 250-word proposal along with a 1-2 page CV to Patrick M. Erben (perben@westga.edu) In your proposal, please indicate if you are submitting for panel 1 or panel 2.

The Uncommon Margins of Early America

Deadline: August 10

SEA Biennial Conference, Feb 28-March 2

Eugene Oregon

Margins are an important concept in early American studies, but as the SEA travels to the western margin of the North American continent for the first time, it seems a good time to consider other, less obvious margins in early America. As such, this panel invites papers that examine borders, margins, and liminal spaces in early America that have not received as much critical treatment. We are interested in papers that take the concept of “margins”—broadly defined—outside the traditional colony/metropole dynamic and examine ways in which various aspects of early America existed or were represented as apart from, while still a part of, a larger concept or entity. Possibilities include everything from underexamined geographical margins to marginal identities to unconventional religious, political, social, or scientific belief – anything tangential to the “center” or “norm” of early America. Please send a 300-word abstract and brief CV to Dan Walden (dan_walden@baylor.edu) by August 10.

“Media Ecology”

Deadline: August 10

SEA Biennial Conference, Feb 28-March 2

Eugene Oregon

Submissions are invited for a panel reading early American arts and letters via methods drawn from the field of “media ecology.” While papers might focus on the ways that “new”/electronic media have provided expanded access to historical documents, or the ways that the emergence of novel textual and more broadly communicative forms in the eighteenth and nineteenth centuries reflect the proliferation of “social” media in our day (see Gustafson 2006), we particularly invite papers that employ ecocritical or environmental humanities approaches by reading early American media as *environmental*. To paraphrase

Ursula Heise, media ecology approaches to early American culture might emphasize how media are connected, entwined in infrastructures of culture and technology (see John Durham Peters), or make such a claim in reverse by focusing on the nonhuman, elemental agencies that undergird technologies (including technologies of communication). Analyses of the role of individual media or media systems as ecological agents, and readings of early American writers engaged with animal, plant, geologic, or climate “mediascapes” (Appandurai) are particularly welcome. While traditional framing of “media” as a cultural concept often emphasizes communication, this panel solicits papers that challenge or think against the grain of this view, by frontloading embodiment, phenomenology, aesthetics, and early American “sensory worlds” (see Cohen and Glover). Papers might draw upon critical methods from sound studies, oral cultures, new materiality/material cultures, and food studies to think about early American media beyond the page, or to think about traditional textual forms in new ways that emphasize sensation and physicality. Please send a short abstract (including title of presentation) and CV to Andy Ross (andyross@udel.edu) by August 10 for consideration.

Digitizing Early American Manuscript Culture: Evoking the Archive?

Deadline: August 10

SEA Biennial Conference, Feb 28-March 2

Eugene Oregon

We invite submissions for a roundtable that examines Early American manuscript circulation in connection with archival research and digital publication. With increased access to archival materials through twenty-first-century digital publication, how do scholars address the impact of this process on our understanding of texts intended for manuscript dissemination? How does the process of making archival manuscripts accessible shape what happens in the archive and our understanding of manuscript culture and the micro-cultures represented there? To what degree does the digitization of the archive affect how we do research, and how does the archive itself shape this research and digitization? How does this process open up, complicate, and/or close down access for readers and those performing research? How does digitization transform physical archival spaces and vice versa? Does the digital dissemination of early American manuscripts make original content and context more or less evident, and what are the strategies we use for rendering manuscript documents on the printed page and the screen? How is the materiality of the objects we study (manuscript books, diaries, commonplace books, letters, etc.) affected by their transformation into digital objects? What are the intersections of digital and manuscript circulation, and how do these intersections open up new ways of thinking about the digital and the manuscript text? In what ways is the circulation that digital publication allows similar to, and/or different from, that of manuscript texts in their historical contexts? If, as Sherry Turkle writes, “[w]e think with the objects we love; we love the objects we think with,” how is the evocativeness of the manuscript as object trans-

formed through its printing and digitization?

Please send a short abstract and a CV to Chiara Cillerai (cillerac@stjohns.edu) and Lisa Logan (lmlogan@ucf.edu) by August 10, 2018.

The Hymn in Early America: A Roundtable

Deadline: August 1st

SEA Biennial Conference, Feb 28-March 2

Eugene, Oregon

Long overlooked as a poetic and cultural form, hymnody has experienced a surge in scholarly interest in recent years. While musicologists have traditionally been most concerned with hymns, approaches ranging from lived religion, material and print cultures, performance studies, Native American studies, and African-American studies have all offered new ways of understanding perhaps the most popular verse genre in early America.

The hymn as an object of study has also increasingly led to the converging of these approaches. This proposed panel will consist of brief (6-8 minutes), provocative statements that collectively help map the terrain in this new area of scholarship as well as offer insight into where the study of hymns might go next. Possible topics include, but are not limited to, the following:

Close and/or distant reading of hymn texts in any early American language (broadly conceived);

- Discussions of hymns' poetic form from a theoretical and/or historical perspective;
- Material analysis of the production, use, etc. of hymnbooks, broadsides, and other related print forms;
- The role of handwriting, craftwork, and other haptic knowledges in the use of hymns;
- Analyses or theorizations of hymn performance in public and/or private contexts;
- Hymns as technologies of identity formation;
- Hymns and/as music or sound;
- The sexual and/or racial politics of hymns;
- Hymns and child studies;
- The hymn as a new window on religious practice and/or belief in early America;
- The role of hymns in histories of empire, missions, racial communities, ethnicities, etc.

Proposals of no more than 250 words should be sent to Chris Phillips at phillipc@lafayette.edu; notifications of acceptance will be sent a week later.

New Directions in Quaker Literary History

Deadline: August 3, 2018

SEA Biennial Conference, Feb 28-March 2

Eugene, Oregon

While a few Quaker *writers* have been granted a firm position in the literary history of British colonial America (i.e. Elizabeth Ashbridge and John Woolman), Quaker *writing* as a larger body of literature has received little

comprehensive attention from early Americanists. Sometimes examined as a foil to Puritan New England, sometimes studied for its relationship to reform and anti-slavery, Quaker literary history remains, with some exceptions, undertheorized and topical. This panel seeks papers whose arguments integrate and deepen our knowledge about the literature produced by Quakers in the Atlantic world from the seventeenth-century to the early nineteenth-century. Furthermore, this panel is concerned not only with constructing a more thorough account of Quaker literary history, but also with reflecting on its relationship to other American literary histories.

Submissions may focus on understudied but important individual Quaker writers and texts, but preference will be given to arguments that make literary connections across the *longue durée* of Quaker textual production in the Atlantic world, or that identify significant and previously neglected themes in the corpus. Alternatively, submissions may address a critical or theoretical problem in the study of Quaker literary history. Finally, special consideration will be given to submissions that evaluate how traditions of Quaker writing intersect with other American literary histories, the rhetoric of the American Revolution, and the development of the novel.

Please send 500-word proposals to Jay David Miller at jmille68@nd.edu.

SEA Annual Essay Competition, 2017-2018

Deadline: October 5, 2018

If you have presented a paper on an Americanist topic, broadly conceived, during the academic year 2017-2018 at a Society of Early Americanists conference, including "Religion and Politics in Early America," SEA Special Topics Conference, St. Louis, Missouri (March 1-4, 2018); or at an American Society for Eighteenth-Century Studies conference, including the Annual Meeting of the American Society for Eighteenth-Century Studies, Orlando, Florida (March 22-25, 2018), or any ASECS affiliates, we invite you to enter.

Papers should be double-spaced, 6,000 words maximum, with the following information appearing only on the cover sheet: your name; institutional mailing address and e-mail address; panel title; chair's name; date of presentation; and name of conference. Please send your essay as an email attachment to Professor Mairin Odle at SEAEssayContest@gmail.com. More details are available at: <https://www.societyofearlyamericanists.org/membership/essay-contest>.

The Haitian Revolution in the Transatlantic Literary Imagination

Deadline: September 30th
NeMLA 2019, March 21-24
Washington D.C.

A growing body of recent scholarship argues that the Haitian Revolution is one of the defining events of modernity. But from 1791 until 1804, the fog of war distorted and obscured Western perceptions of Haiti. From independence until official recognition by France in 1825, isolation did likewise. Fear, mythmaking, and bigotry filled the void. In *Tropics of Haiti*, Marlene Daut states that “[a] great portion of the texts within the transatlantic print culture of the Haitian Revolution reveal themselves, upon closer examination, to be unsure about what they ‘think’ they are: novels or memoirs, histories or dramatizations... [they] blur the lines between history and fiction, biography and memoir, philosophy and science”.

This panel invites interdisciplinary approaches to interrogating the growing study of the Haitian Revolution and its place in the history of modernity. Question to consider include: How does the Haitian Revolution remain “unthinkable” (Trouillot) or “disavowed” (Fischer) in contemporary scholarship? How did 18th and 19th century literary tropes and narratives about Haiti work to shape contemporary antiblackness? How did Haiti challenge Enlightenment notions of freedom, slavery, and universality?

All proposals must be submitted through the NeMLA portal and should be no more than 300 words.

CFP: Early American Literature: Special Issue: *Beyond Recovery*

Deadline: Extended to August 1, 2018

The recognition that archives are partial, filled with lacunae that demand scholarly attention, has fueled research engaging the epistemological, cultural, and political forces of early American materials and repositories. While powerful, positivist recovery work—efforts to fill gaps and hear silenced voices—has theoretically and materially expanded early American studies, the archive remains yet and always incomplete. This special issue of *Early American Literature* seeks essays that work around, across, or beside missing or marginalized records.

“Beyond Recovery” invites submissions that address some of the following questions:

What avenues exist for scholars when archival research reaches a dead end of missing or absent records? How

can scholars and archivists intellectually and ethically engage with archival absence? Are there some archival gaps that not only cannot but also should not be filled? How can we respond to the powerful pull of absence—of that which has been lost or suppressed—rather than to what is found? How do the structures of archives—labor, the organization of and access to materials, institutional homes—enable or disable archival gaps, and their apprehension?

What techniques and technologies can be used in archival work as or beyond recovery? We invite full-length (8,000-10,000 words) articles from scholars engaged in archival research whose work models new approaches to records that are incomplete, biased, unrecorded, or unpreserved. Send essays to Lauren Coats (lac@lsu.edu) and Steffi Dippold (dippolds@ksu.edu) by August 1, 2018.



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Society of

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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, Ralph Bauer (seacoord@gmail.com).

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

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 1830. 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: <https://www.societyofearlyamericanists.org/membership>.

Opportunities for Giving

In addition to keeping your SEA membership active, you can contribute to the Fund to Honor Excellence in Teaching: <https://www.societyofearlyamericanists.org/teaching-resources/honored-teachers>

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