

SEAN

The Society of Early Americanists Newsletter



THE SOCIETY OF EARLY
AMERICANISTS

From the SEA President

After five years of service, Marion Rust (University of Kentucky) has announced that she will be stepping down as editor of *Early American Literature* as of June 30th, 2023. On July 1, 2023, professors Cassander L. Smith (of the University of Alabama, currently serving on the *EAL* Editorial Board) and Katy L. Chiles (of the University of Tennessee, currently coeditor of *EAL* book reviews) will begin their tenure as co-editors of the journal. Professor Emily García (Northeastern Illinois University) will become the new book review editor. The first issue published under the new leadership will be 59.1 (2024).

I would like to take this opportunity to thank Marion for her excellent leadership at the helm of *EAL* during the last five years and to welcome Cassie, Katy, and Emily in their new roles. No doubt, *EAL* will continue to be in excellent hands.

As already announced in the 33.2 issue of this newsletter, Susan Imbarrato (Minnesota State University, Moorhead) has stepped down as the SEA’s webmaster, after her seventeenth year of service. I again want to express my deep sense of gratitude to Susan for her unshakable devotion and excellent long-time service to our organization (both as webmaster and, previously, as president). As announced on our listserv last September, [Jeremy Dibbell](#) has now assumed the role of SEA webmaster. Jeremy is a Special Collections Librarian at Binghamton University Libraries and currently serves as vice-chair of the Digital Strategies Working Group for the Bibliographical Society of America.

He has extensive experience with website upkeep, maintenance, and collaborative redesign, having previously served at [LibraryThing](#) and [Rare Book School](#). At Binghamton University, he also co-manages the special collections blog. We are grateful that Jeremy has agreed to serve the SEA and look forward to working with him in his capacity as webmaster and as a member of the Advisory Committee. Please join me in welcoming Jeremy!

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The special taskforce formed last year to study the SEA's media and communication platforms has now completed its exploratory work and is currently drafting, based on its findings and discussions, a set of recommendations to be circulated ahead of the SEA's 2023 Business Meeting at the Biennial in June for discussion there.

In the interim, Jim Greene (Indiana State University) and Ashley Rattner (Jacksonville State University) have graciously agreed to administer the SEA's social media platforms on an interim basis in the runup to the Biennial, hereby providing well-deserved relief to our Executive Coordinator, Kelly Wisecup (Northwestern U), who has been handling our social media accounts in recent months (even though it was nowhere in her job description!). I thank Jim, Ashley, and Kelly for their important service to the SEA.

After the ratification of the creation of a new office on the Advisory Committee to oversee the SEA's continued efforts to ensure and promote diversity, equity, and inclusion in our organization, a search for the first incumbent of this new position will be announced shortly. I hope you will consider applying for this important new position. Meanwhile, the election for the new Executive Coordinator has been completed. (Please see the announcement in Kelly Wisecup's column in these pages).

The program committee for the [SEA's 2023 Biennial Conference](#) (June 8-11 at the University of Maryland and in Washington DC) has been hard at work in reviewing submissions, coordinating panel streams, and consolidating stand-alone papers into panels. I'm very pleased about the many excellent and exciting submissions of proposals for papers, panels, roundtables, and workshops that we received. Currently, the draft program features over 350 participants in over 75 panels, roundtables, and workshops, as well as three keynotes and one plenary.

The program includes thematic panel streams in Native American and Indigenous Studies (coordinated by Kelly Wisecup, Amy Gore, Shelby Johnson, and Kathryn Wallkiewicz); Early African American Studies (coordinated by Anna Brickhouse, April Langley, and Kait Tonti); Early Caribbean Studies (coordinated by Cassie Smith); Colonial Latin American Studies (coordinated by Ralph Bauer and Eyda Merediz); the History of the Book in the Early Americas (coordinated by Ralph Bauer, Tara Bynum, Steffi Dipold, Matt Kirschenbaum, Mark Mattes, and Jillian Sayre); and "Milestones in Black Studies" in Early Americanist Scholarship (coordinated by Alexander Mazzaferro, John Saillant, and Cassie Smith).

Moreover, as in 2021, the conference program of SEA2023 will feature a "Common Reading" initiative, coordinated by Anna Brickhouse, April Langley, and Kaitlin Tonti. This year's [Common Reading](#) will focus on Toni Morrison's *A Mercy*, a novel that explores the origins of racial thinking, gendered power, and colonial plunder in seventeenth-century North America. Members of the 2023 SEA Program, in coordination with the Common Reading Committee, will be collaborating with faculty at colleges and universities across the country to incorporate Morrison's novel about colonial America in their curriculums through course work, independent study, and book clubs, supported by the scholarship on the novel, along with shared assignments, teaching notes, and reading questions. For this purpose, the initiative's coordinators have compiled a list of [resources](#) for teachers and students, including discussion prompts, assignments, and lesson plans.

I hope that you will consider building these materials into your teaching plans this spring semester and report back about your experience at the conference in June. There, the initiative will feature a panel on pedagogical approaches to the novel and a plenary by Dana Williams (Howard University), the president of the Toni Morrison Society. Many thanks to Anna, April, and Kaitlin for all their work in coordinating this initiative.

Additional plenary events at the conference will include the keynote addresses by Barbara Mundy (Tulane University) at the Mexican Cultural Institute, Carla Peterson (University of Maryland) on the campus of the George Washington University, and Gabrielle Tayac (George Mason University) on the campus of the University of Maryland. I would like to thank Eyda Merediz (University of Maryland), Ix-Nic Iruegas Peón (Mexican Cultural Institute), Jennifer James (George Washington University), and Lisa Brooks (Amherst College) for their help in planning these keynote events.

Although we offer the option of on-line presentations, according to a recent survey, over 90% of all conference participants plan to attend in person. Submitters have now been notified of the status of their submissions, and a draft of the program and a call for registrations has been circulated. Please look out for further announcements about the conference in the coming days and weeks. I look forward to seeing many of you in College Park and in Washington DC in June.

Ralph Bauer, University of Maryland
SEA President

****For this issue of SEAN, SEA Vice-President Sandra Gustafson has graciously invited Cathy Rex to use this space for a message about the SEA listserv.****

This column aims to (re)introduce you to the SEA's most under-utilized resource: our listserv, EARAM-L. The neglect is understandable; other social media platforms have replaced the humble listserv in recent years as *the* way to connect with one another, share ideas and materials, and engage in scholarly debates. However, with the implosion of Twitter (impending or foregone), the relative newness of platforms like Mastodon, and the data mining/privacy issues with other social media outlets (ahem, Facebook), maybe it is time to revisit the listserv as a viable means of scholarly communication and community for us early Americanists.

Our list, hosted by Kent State University, is currently used to circulate details about conferences, calls for papers and collaborations, job announcements, and award/fellowship opportunities—all wonderful stuff. As the listserv moderator, I would estimate that I approve posts of these sorts five to six times a month on average, with message requests increasing slightly around deadlines and at the beginning of each new semester. However, with 931 members subscribed to the list, this amount of posting strikes me as incredibly limited both in terms of scope and number for a community of this size.

Those of us who have been long-time subscribers to EARAM-L will remember the heyday of our list, when it used to be the site of scholarly queries and conversations about everything from the origin of an apocryphal quote to requests for assistance in tracking down a source or interpreting a perplexing passage, in addition to posts about jobs, fellowships, and CFPs. These OG posts would have multiple, enthusiastic, and supportive replies that even sideline observers who were only reading along out of curiosity (lurking) would feel engaged with and come away with a few new ideas to investigate or new texts to teach. The richly layered nature of the audience and responders in these threads contributed to interesting, and sometimes surprising, additional avenues of thought, study, and collaboration for us all.

This listserv of yore felt like more of an actual community instead of just a passive message board. I, for one, miss those days and want to urge you all to consider reengaging—or subscribing to—our listserv. It is entirely free to join and post on the list and you do not have to be a member of the SEA to do so (although it is strongly encouraged).

Our list welcomes all sorts of queries and messages related to the literature, history, and culture of early America to about 1830, although we avoid publishing personal messages that are clearly meant to have been sent off list. Similarly, we discourage announcements that focus on promotional or commercial topics, such as a new book or personal accomplishment. Otherwise, it is an open field in terms of what can be posted.

One major benefit of our listserv that other forms of social media don't necessarily offer is the fact that it is moderated—and moderated by a fellow early Americanist: me, Cathy Rex! This means that spam and bot messages are prevented from infiltrating the conversation, since I catch them first, and that there is a safety net in place to catch the dreaded “reply all” private messages the senders may not have intended to see the light of day.

As moderator, I always reach out to folks directly and privately if a message has any issues that need to be addressed or it seems to have been intended for personal communication only. I also approve messages quickly for posting—usually within a day or two (or a few hours because, as an academic, I have boundary issues with email) so that conversations can happen presently.

So, let's reengage with our listserv!

Let's share our collective and collegial early American hot takes in-house at EARAM-L and breathe some life back into our very own social media platform. If you aren't yet a member of the listserv, please join. And if you are already a member, consider posting something. Although the Advisory Committee of the SEA has discussed alternatives to EARAM-L, because in addition to being a somewhat outdated mode, some of our members have reported issues with the listserv messages being blocked or marked as spam by their email servers, the listserv is what we have for now. Let's embrace it! I've included the commands for some common actions below and on the next page. If you're a member and you haven't been seeing any messages from the list come through your inbox, check your spam folders and settings.

I look forward to approving and engaging with *all the messages* that will be forthcoming!

- To subscribe to the SEA listserv: send your name and the message “SUBSCRIBE EARAM-L YOUR NAME” to listserv@listserv.kent.edu
- To unsubscribe from the list (or delete an old email address): send an email from the old email address

- To send a message to be posted to the list, email eamram-l@listserv.kent.edu with your message formatted and written exactly as you would like it to appear to the community; no need to address the moderator or to ask that the message be posted.
- The list archives (back to December 1995) may be searched at <https://listserv.kent.edu>
- (A password is required to search the archives)

These commands are also available on the Society of Early Americanists' website under the "Membership and News" menu and the "SEA Listserv, EARAM-L" page.

Cathy Rex
University of Wisconsin-Eau Claire

Listserv

Society of Early Americanists Listserv

The Society of Early Americanists listserv, EARAM-L, provides a means of communication between members about upcoming conferences, scholarly queries, course preparations, and recent publications. EARAM-L is a moderated electronic discussion list that is open to anyone with an interest in the literature and culture of America to approximately 1830. Subscription is free of charge. You need not be a member of the Society, but SEA membership is encouraged.

- To subscribe to the SEA listserv: send your name and the message "SUBSCRIBE EARAM-L YOUR NAME" to listserv@listserv.kent.edu
- To unsubscribe from the list (or delete an old email address): send an email from the old email address to eamram-l-signoff-request@listserv.kent.edu
- Subscribers may send a message to be posted on the listserv to this address: eamram-l@listserv.kent.edu
- This is a moderated list, so subscribers will be verified before a posting will appear.
- The list archives (back to December 1995) may be searched at <https://listserv.kent.edu>
- The SEA listserv reflects the Mission of the society, a nonprofit organization, and is hosted by a university server, which precludes messages for promotional and commercial purposes.
- If there are questions about the SEA listserv, please contact the EARAM-L Moderator: Professor Cathy Rex, University of Wisconsin-Eau Claire, rexrc@uwec.edu
- If you have questions about posts, want to stop a post you just sent, or need help with the archives (go to listserv.kent.edu), you can also contact Professor Cathy Rex. Thank you.

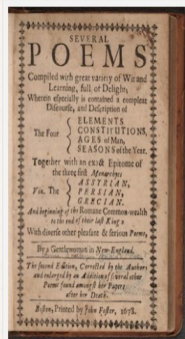


Image Credit: Anne Bradstreet (1613-1672)
American Treasures of the Library of Congress. Anne Bradstreet, *Several Poems Compiled with Great Variety of Wit and Learning*, c. 1678. Library of Congress Rare Book and Special Collections Division.



As the current Executive Coordinator, I am happy to report the results of the recent election for the next Executive Coordinator. Three candidates stood for election: Angela Calcaterra (Associate Professor, University of North Texas); Kirsten Silva Gruesz (Professor, University of California, Santa Cruz); and Rochelle Raineri Zuck (Associate Professor, Iowa State University).

We are delighted to announce that Kirsten Silva Gruesz has been elected by a simple majority vote to serve as the next Executive Coordinator. Below is Kirsten's nomination statement:

"As a longtime Professor of Literature at the University of California, Santa Cruz, I've dedicated my career to the mission of the public university. My research combines the methods and insights of book and print culture history, linguistic and translation theories, and critical race studies to draw connections between the entangled colonialisms of the English and Spanish empires, the nations that followed in their wake, and the forms of non-belonging that attach to Latina/o/x populations in the U.S. today.

My first book, *Ambassadors of Culture: The Transamerican Origins of Latino Writing* (Princeton, 2002), explored hemispheric circuits of exchange and translation in the early to mid-nineteenth century, triangulating these comparisons with an archive of Spanish-language newspapers and periodicals in the U.S.

While that book and many of my published essays hover at the later end of the SEA's period boundary, I crossed over to earlier materials over a decade ago when I began researching *Cotton Mather's Spanish Lessons: A Story of Language, Race, and Belonging in the Early Americas* (Harvard, 2022). The intellectual generosity and warm fellowship I encountered at the SEA's regular and off-year conferences was vital to this re-centering, and I would welcome the opportunity to give back to this community a small portion of what it has given me.

Encouraging and enabling scholars and readers to expand their linguistic horizons has been a consistent commitment. With Rodrigo Lazo, I co-edited a special issue of *Early American Literature* on "The Spanish Americas" (2018), and with Anna Brickhouse I co-directed the American Antiquarian Society's Summer Seminar on the History of the Book on the topic, "Other Languages, Other Americas" in 2017. She and I also co-edit the University of Virginia Press series, "Writing the Early Americas," which has issued eight terrific books in the past four years.

Since joining the Executive Committee for the LLC Early American forum in 2019, I've helped organize and chair a number of vibrant MLA panels, including one last year on indigenous languages. In that capacity, and as a member of the Editorial Board of *EAL* from 2019 to 2022, reading for the journal and for various prize committees, I've continued to learn much from the innovative projects that keep pushing the field in new directions.

My new work focuses on book history: a forthcoming piece in *EAL* describes a forgotten Spanish-language publisher in 1820s New York. As an elected member of the AAS and a longtime member of the Board of the Recovering the US Hispanic Literary Heritage Project, I'm engaged in broad-ranging conversations about access to archival as well as published materials, particularly for underserved populations. I'm also collaborating on a collectively written handbook on "Archival Fragments, Experimental Modes" with a group of feminist historians who met during the pandemic at one of the Omohundro Institute's virtual coffeehouses.

The future of in-person conferencing and archival research in an age both blessed and cursed by digital technologies is a pressing question that faces the SEA. So is the future of the field itself in an age of shrinking English departments and rampant adjunctification. If elected, I will work with you all to strike the right balance between accessible videoconferencing and irreplaceable human contact, continuing the excellent work that earlier leaders have done to make the Society hospitable to early career scholars.

I will advocate for our place in public conversations about the legacies of the past. If there is interest, I'd like to revive the "Summits" with colonial Latin Americanists and to invigorate SEA's ties with affiliate organizations: more bridges might be built with transhistorical organizations such as NAISA, ASE, STS, BSA, and SHARP, as well as with international organizations and scholars."

Please join me in congratulating Kirsten and thanking her for her service to the SEA!

Kelly Wisecup, Northeastern University
SEA Executive Coordinator



Kirsten Silva Gruesz

Announcements

New Leadership at Early American Literature

After 5 years, Marion Rust will be ending her time as editor at *Early American Literature*. We at the Society of Early Americanists' offer a warm welcome to the new co-editors, Dr. Cassander Smith and Dr. Katy Chiles. The following is Marion's farewell address in *Early American Literature* Volume 58, Issue 1:

With this volume, I conclude my five-year term as editor of *Early American Literature*. My last day here syncs up exactly with my last day as a paid employee of the University of Kentucky: June 30, 2023. And with it comes my proudest moment as editor: welcoming Professors Katy Chiles and Cassander L. Smith as our next coeditors of the journal, starting with issue 59.1. It would be hard to find two scholars more widely admired for their dedication to the field of early American literature broadly conceived and to creating equitable spaces in academia. The following summaries only begin to encompass all that they have already contributed to the field and the profession.



Marion Rust

Coeditor Cassander L. Smith is Associate Dean of Academic Affairs for the Honors College and Associate Professor of English at the University of Alabama, and an affiliate of the English Department's Hudson Strode Program in Renaissance Studies, the Department of Gender and Race Studies, and the Summersell Center for the Study of the South. She specializes in early Atlantic literature, emphasizing the racial/cultural ideologies that helped shape English encounters with the early Americas and the literature produced about those encounters.

Her monograph, *Black Africans in the British Imagination: English Encounters with the Early Atlantic World*, was published by Louisiana State University Press in 2016. She is the coeditor of *Early Modern Black Diaspora Studies: A Critical Anthology* (Palgrave Macmillan, 2018), *Teaching with Tension: Race, Reality and Resistance in the Classroom* (Northwestern UP, 2019), and *The Earliest African American Literatures: A Critical Reader* (UNC P, 2021). Her current work in progress includes a monograph, *Race and Respectability in an Early Black Atlantic* (LSU P, forthcoming September 2023), which examines how issues of race and class merge in the emancipation rhetoric of an early modern Black Atlantic. Cassie is well-known for the key role she plays in advancing early American studies in myriad ways: as president of the Early Caribbean Society, as former liaison for the Society of Early Americanists to the Society for the Study of American Women Writers (2014–17), and as chair of the DEI transition team for the Renaissance Society of America, to name a few. She is also an outgoing member of the *EAL* Editorial Board and a co-editor, with Brigitte Fielder and Tara Bynum, of its most recent special issue, titled “‘Dear Sister’: Phillis Wheatley (Peters) Studies Now.”

Cassie writes: “I am thrilled to be working with Katy Chiles to continue the scholarly excellence of *EAL*. This journal has been an invaluable resource for me from the moment I entered graduate school. As part of the new editorial team, I am committed to ensuring that the journal remains a valuable and relevant resource for established scholars and for those just entering the world of early American studies.”

Coeditor Katy Chiles is an associate professor of English at the University of Tennessee and an affiliate of the Department of Africana Studies. Her areas of specialization include early American literary studies, African American and Native American literature, critical race theory, and print cultures.



Cassander Smith

Katy Chiles

Her book, *Transformable Race: Surprising Metamorphoses in the Literatures of Early America*, was published by Oxford University Press in 2014, and her work has appeared in *PMLA*, *Early American Literature*, *American Literature*, *Race in American Literature and Culture* (Cambridge UP, 2022), and *African American Literature in Transition*, vol. 1: 1750–1800 (Cambridge UP, 2022).

She is currently working on another book project that examines race, collaboration, and print history in early American literature, which has been supported by a National Endowment for the Humanities Fellowship. Katy has served as chair of the Advisory Council for the American Literature Society and co-organized UT's Phillis Wheatley Poetry Project, a collaborative program with the Knoxville YWCA Phillis Wheatley Center Youth Program. Since 2018, when I began as editor, Katy has also served as Coeditor for Reviews of *EAL*. She writes: “I am honored and humbled to be joining with Cassander Smith as coeditor of *Early American Literature*. I hope not only to extend the more than fifty-year tradition of publishing top scholarship at *EAL* but also to continue featuring new methodologies, objects of study, and communities of scholars.”

Joining Professor Smith and Professor Chiles as the journal's Book Review Editor starting with issue 59.1 is Professor Emily Garcia. An associate professor at Northeastern Illinois University, Dr. Garcia specializes in the areas of early American literature, Latina/o/x and Latin American Studies, and Women's, Gender and Sexuality Studies.

She has published work in *Early American Literature*, *Literature in the Early American Republic*, *Nineteenth Century American Literature in Transition* (Cambridge UP, 2022), and *Latino/a Studies and Nineteenth Century America* (NYU P, 2016), and is pushing the field of early American literature in fascinating and innovative directions.

One additional important update begins immediately with our current issue, 58.1. Henry Kirby, our new Editorial Assistant for Reviews, is a PhD candidate at the University of Tennessee, where he works on Early American literature, Native American literature, and humor studies.

As Cassie, Katy, and I have been preparing for this editorial transition over the past several months, one of our main areas of attention has been addressing failures of inclusivity at the journal. Over the next several issues, *EAL* will begin to institute new features that, importantly, acknowledge its historical complicity in perpetuating systems of exclusion, and articulate its commitment to and strategies for doing better.

To that end, working with *EAL* Assistant Editor Alex Gergely and our Editorial Board, we are designing a demographic survey that goes out to all authors who submit material to the journal and again to all contributors subsequently published in the journal. The aim of this survey is to aggregate data to learn how we are doing at engaging scholars who are members of populations that have been historically disenfranchised by systemic biases in the academy. The surveys will enhance our efforts to increase contributions from scholars of underrepresented groups. They go live in early 2023.

In designing the demographic survey, Cassie, Katy, and I relied on the ever-insightful *EAL* Editorial Board to help us decide what we needed to know and how to ask for it. With the start of 2023, we have several new members to welcome to that board, along with five bittersweet goodbyes. At the close of 2022, the first editorial members I personally was able to invite to the board concluded their five-year terms. They are, in alphabetical order: Sari Altschuler, Kirsten Silva Gruesz, Sarah Rivett, Cassander L. Smith, and Scott Manning Stevens. These five individuals contributed significantly to the journal's mission of publishing informed and innovative scholarship along a broad topical range, while encouraging scholars to do their best work through judicious commentaries on essay submissions to the journal. At a more basic but no less important level, they contributed the daily labor that helped *EAL* keep publishing on schedule during the worst of the COVID pandemic

thus far. To Scott, Cassie, Sarah, Kirsten, and Sari: my thanks goes beyond anything I can express here.

It is my great honor to welcome the following six new members to the *EAL* Editorial Board:

- Nicole Aljoe (Professor of English and Africana Studies, Northeastern University, <https://cssh.northeastern.edu/faculty/nicole-aljoe/>)
- Elizabeth Hewitt (Professor of English, Oklahoma State University, <https://english.osu.edu/people/hewitt.33>)
- Zach Hutchins (Associate Professor of English, Colorado State University, <https://english.colostate.edu/faculty-staff/hutchinz/>)
- Rodrigo Lazo (Professor of English, University of California Irvine, https://www.faculty.uci.edu/profile.cfm?faculty_id=5139)
- Joseph Rezek (Associate Professor of English, Boston University, <https://www.bu.edu/english/profile/joseph-rezek/>)
- Caroline Wigginton (Associate Professor of English, University of Mississippi, <https://english.olemiss.edu/caroline-wigginton/>).

I provide links to their scholarly profiles because their work is too prodigious to summarize here.

All are remarkable scholars and generous colleagues with a healthy respect for due dates. Welcome, and thank you in advance!

And now to a brief summary of the material in this issue. *EAL* 58.1 testifies to Rita Felski's claim in *The Limits of Critique* that literary scholars are possessed of "rich resources . . . for conceptualizing space," while at the same time providing some relief from her suggestion that they lack corresponding facility with temporal thinking. In keeping with much early American studies, they intersect in ways that give shape to extended chronological and geographic arcs rather than legitimating themselves through what Felski calls a "single moment of origin" (U of Chicago P, 2015: 154, 158).

If Wendy Roberts's signal archival discovery places Wheatley in a new city, the five other articles of 58.1 also make spatiality central to their arguments. In "Vergil in the 'Wracke' and the 'Comming to Virginia': The Indictment and Rebirth of Jamestown in William Strachey's *A True Reportory*," Teresa Scott shows how

Strachey effects no less than “an ideological rebirth of the Virginian colony” through his patterning of the narrative after Vergil’s *Aeneid*, in part by naturalizing British expansion as destined in keeping with Roman empire.

Two other essays dwell on colonial figurations and disfigurations of what Andrea Knutson terms the “archipelagic ecology” of the West Indies over three centuries. Knutson’s “Fugitive Histories in Richard Ligon’s 1657 *True and Exact History of the Island of Barbados*” attends to Ligon’s early seventeenth-century natural historical emblems for the way they map “plantation spaces onto the island while marginalizing or concealing other, archipelagic, histories.” AnaMaria Seglie Clawson’s “The ‘Awful Disclosures’ of the West Indies: Nativist Genealogies and Catholic Blackness in Leonora Sansay’s *Secret History*” assesses the 1808 novel as a “protracted nativist narrative wherein the Caribbean becomes an exemplary space for validating ongoing Protestant concerns about Catholicism’s perceived sexual and racial impurities.”

The remaining two essays in this issue look to territories now within the continental US and the erasures that inform them. In “‘Is a Nation to Be Sold like the Skin of a Beaver!’: James Fenimore Cooper’s *The Prairie* and the Dilemma of Countersovereignty,” Andy Lindquist attends to the anxieties inherent in the novel’s efforts to “erase Indigenous sovereignty by recasting the spatiality of Indigenous nations back into the State of Nature on which the sovereign space of the settler nation can be built.”

And in “Environmental Aesthetics and Environmental Justice in Jonathan Edwards’s *Personal Narrative* and John Woolman’s *Journal*,” Jay Miller examines how the two clerics appropriate “what had historically been Native space,” with Quaker Woolman transforming the “environmental aesthetics” of Reformed Protestant minister Edwards into a form of “environmental justice.” LeAnne Howe—a distinguished professor and a member of the Choctaw Nation of Oklahoma—rounds out this issue by generously sharing two previously published poems that remain in her possession. “Right here,” begins “Ishki, Mother, upon Leaving the Choctaw Homelands, 1831.” “I’m afraid we’ve run out of time,” ends “Noble Savage Sees a Therapist.” In place and out of time: the resonances of this combination run deep.

When people ask me what I want to do in retirement, I say: “Go outside.” As I sit here on an August morning with the fall schedule of research, service, editing, and teaching before me, outdoors looks pretty appealing. But I’ll miss the personal sense of community this journal has afforded me: a broad network of colleagues become friends that will remain the single most meaningful personal legacy of my work here at *EAL*. What we do as

scholars, teachers, activists, and leaders matters, and in a university climate where humanities are starved, faculty governance is overlooked, and profit motives increasingly drive academic mission, this far-flung group of participants in the journal helps keep hope alive.

I look forward to seeing the three issues of 2023 into print, starting with this one. And I can’t wait to see what comes next for the journal.

Marion Rust, University of Kentucky



From SEA’s New Webmaster: Jeremy Dibbell



Jeremy Dibbell

I am delighted to be able to assist the Society of Early Americanists by serving as Webmaster. SEA has been one of my favorite professional organizations since I had the great pleasure of attending the 2009 conference in Bermuda, so it’s a great honor to be able to give back!

I am currently Special Collections Librarian at Binghamton University, having previously been Director of Communications & Outreach at Rare Book School, Librarian for Rare Books & Social Media at LibraryThing, and an Assistant Reference Librarian at the Massachusetts Historical Society. In those various capacities I have worked for some years on website maintenance and redesign, particularly using the WordPress platform on which the current SEA website is based. I also currently serve as vice-chair of the Bibliographical Society of America’s Digital Strategies Working Group, which is currently in the process of redesigning the BSA’s website.

My own research is on the history of early American private libraries and book ownership, college and university libraries in the post-Revolutionary period, and the history of books and printing in Bermuda (yes, this project was inspired by the SEA conference there). With the

SEA officers, I look forward to continuing to make improvements to the website, based in part on the results of the recent survey of membership. If you have any specific suggestions for changes or additions, please don't hesitate to be in touch anytime.

(jbdibbell@gmail.com).

Susan Imbarrato, who served as SEA's webmaster for sixteen years, leaves behind huge shoes to fill; I am extremely grateful to her for all the tremendous effort she put into the website for so many years, and I can only hope to carry on as best I can and live by her example!



2021 Richard Beale Davis Prize Winner

The 2021 Richard Beale Davis Prize Winner is Stacey Dearing, Teaching Asst. Professor of English at Sienna College, for her exceptional article titled "Remembering Dorothy May Bradford's Death and Reframing 'Depression' in Colonial New England" (*Early American Literature*, Vol. 56, No. 1, Special Issue: Reframing 1620 (2021), pp. 75-104). Dearing's essay considers the drowning of Bradford and connects it to the larger topic of Puritan history being shaped by women's mental health. Congratulations, Stacey!



Stacey Dearing

National Endowment for the Humanities: Humanities Initiatives

NEH grants for [Humanities Initiatives at Colleges and Universities](#) contribute to building the humanities at institutions through the development of new programs or strengthening current ones. Projects must address a core topic or set of themes drawn from humanities areas such as history, philosophy, religion, literature, or humanities-informed composition and writing skills.

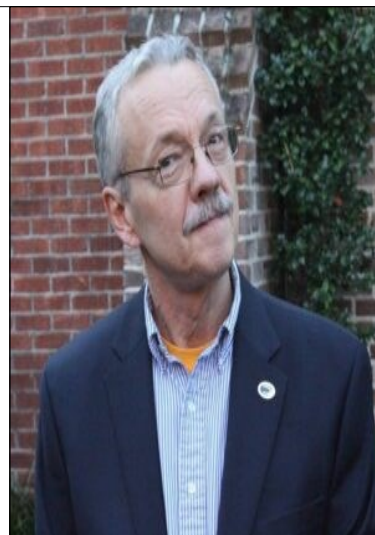
Applications are due May 9, 2023.

SEA Scholars and Junior Scholars of the Month

July 2022

**SEA Scholars of the Month:
Dennis Moore and Dan Williams**

The SEA's seventh president and our Junior Scholars Caucus's founding mentor, Dennis Moore, dmoore@fsu.edu, is currently working on a brief history of SECAS and has found time to work on some legacy projects (e.g., creating the international Iris Murdoch Society's Barbara Stevens Heusel Research Fund for Early-Career Scholars).



Dan Williams is a Texas Christian University Honors Professor of Humanities and Director of TCU Press. He is currently working on a new critical edition of Ann Carson's *Memoir*, and is devoted to his work at TCU Press. He was instrumental in creating an early American organization affiliate for ASECS.

August 2022 Scholar of the Month:



Mary Caton Lingold is Assistant Professor of English at Virginia Commonwealth University. She is currently working on her first book, titled *Sound Legacy: Music and Slavery in an African Atlantic World*. Her inspirations include Cassander Smith.

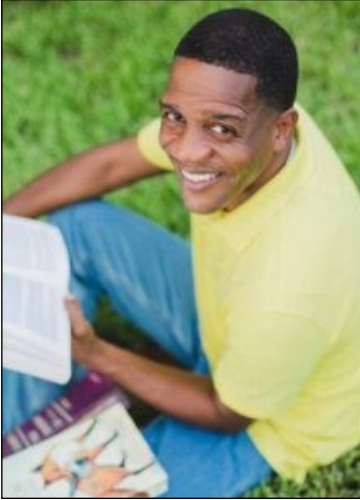
September 2022

SEA Scholar and Junior Scholar of the Month:
Allison Bigelow and Alonzo Smith

Allison Bigelow is Tom Scully Discovery Chair Associate Professor in the Department of Spanish, Italian, and Portuguese at the University of Virginia. She is currently working on her first book about agriculture and gendered systems, and taught a new class on theories of sovereignty in fall 2022.



Alonzo Smith is a PhD candidate at Texas Christian University and is working on his dissertation and an article titled "Papa's Baby: Family, Gentility, and Manhood in Venture Smith's Narrative." He is inspired by Francis Smith-Foster and Cassander Smith.



November 2022

SEA Scholar and Junior Scholar of the Month:
Michele Nav and Kassie Barron

Michele Navakas is Associate Professor of English at Miami University in Ohio. She is currently working on proofs of her new book titled *Coral Lives: Literature, Labor and the Making of America* forthcoming from Princeton University Press in 2023. Her inspirations include the late Lindon Barrett.



Kassie Barron is a PhD Candidate and Graduate Instructor at the University of Iowa. She is currently working on her dissertation which focuses on working class women's bodies during the Industrial Revolution, specifically "Mill Girls." She is inspired by Bridget Marshall, especially her new



October 2022

SEA Scholar of the Month
Thomas Krise

Thomas Krise is President and Professor of English at the University of Gaum. He has developed an interest in studying early writers who lived in and wrote about the Caribbean and Pacific, specifically William Dampier. He is inspired by Nicole Aljoe.



January 2023

SEA Scholar and Junior Scholar of the Month:
Christopher Looby and Leah Marie Becker

Christopher Looby is Professor of English at UCLA and Co-director of the Americanist Research Colloquium. He is currently completing an essay on Michael Wigglesworth's 1653-57 diary entitled *Wigglesworth's Queer Orthography*.



Leah Marie Becker is a PhD Candidate at the University of Illinois Urbana-Champaign. Her dissertation is titled "Living Clean and Shopping Green: A Nineteenth Century Domestic Prehistory of Eco-consumption." Her inspirations include Britt Rusert, Greta LeFleur, and Jennifer James.



An Interview with Duncan Faherty and Ed White, Editors of “Just Teach One”

This is the second in a series of interviews with scholars coordinating early American publishing projects.

**How/when/why did you start “Just Teach One”?
What need were you trying to address?**

We’ve written about our motivations in an essay entitled “What We’ve Learned (about Recovery) through the *Just Teach One* Project,” published in [Teaching with Digital Humanities: Tools and Methods for Nineteenth-Century American Literature](#) (a fantastic collection edited by Jennifer Travis and Jessica DeSpain).

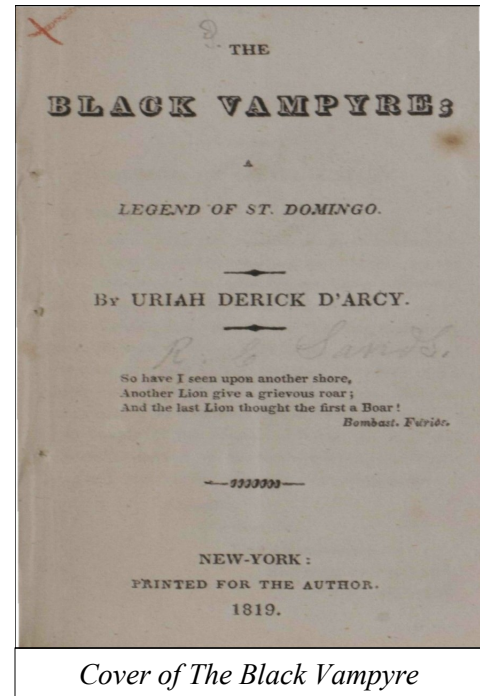
In that essay, we examine some of the data about who has used our editions and in what contexts (noting for example the higher participation of junior scholars and colleagues who work at public institutions). Since we started, we have produced seventeen freely accessible classroom editions, all of which can be found at our website <https://jto.americanantiquarian.org/>.

In a sense, we started JTO as a public facing experiment about the teaching of early U.S. literature with an aim towards expanding and complicating the reading experiences of students. But the project was also a way for us to collaborate, to speculate, and to think with each other about the neglected archives of early U.S. literature. Since we first read it, Theresa Strouth Gaul’s nuanced and generative essay “Recovering Recovery” (*Legacy* 26.2; 2009) has guided our thinking about recovery and teaching.

How has that initial motivation changed since you began the project? In other words, are there new needs you are trying to address/gaps you’re trying to fill?

Initially we focused on works of prose fiction, generally novella-length texts, which we thought might illuminate or complicate more familiar canonical works—for example, thinking about how [Amelia; or the Faithless Briton](#) might serve as an interesting complement to *Charlotte Temple*. But over the length of the project, we’ve increasingly turned to other genres (like the single issue of the [Columbian Magazine](#)) or topical collections (like our cluster of [Sentimental Fragments](#) or [Late 18C Anti-Slavery Texts](#)).

We’ve also tried, when possible, to prepare texts attuned to the shifting scholarly conversations in the field, as with [The Female Review](#) (since it opens up conversations about gender fluidity and identity) and [Account of a Remarkable Conspiracy](#) and [The Black Vampyre; A Legend of St. Domingo](#) (for how they reflect early America’s intense interest in the Haitian Revolution). As we move forward, we hope to expand our texts in terms of form, genre, and geography. We’ve talked about collections of poetry or dramatic texts, for example.



Cover of The Black Vampyre

Looking back over the texts you’ve made available to date, is there a specific trajectory or theme you can now see? How has the nature of the work changed over the years?

Almost all of the editions we have produced were initially published anonymously or pseudonymously, which reflects the ways in which readers in the early Republic would have experienced them. In many ways this bumps up against traditional teaching practices, which often remain framed around authorial biography as a window into textual consideration, and we are always grateful for how our teaching partners have confronted these challenges and shared their strategies for assigning our editions. In one sense, the trajectory of the project aims at decentering the novel in courses which explore the literature of the early Republic and to do so by providing instructors access to free downloadable editions of texts.

**Digital Early America
CURIOSity Collections: Slavery, Abolition,
Emancipation, and Freedom**

While we were always committed to providing a forum for teachers to reflect on their teaching experiences, the wealth of knowledge contained in these posts and the generosity with which our colleagues have written about their teaching has emerged as one of the most enduring contributions of this project.

What has been your greatest challenge in sustaining the “Just Teach One” project?

We have been on a pause since the pandemic started, because like everyone else the increased demands and strains of teaching and life itself amidst a global public health crisis have simply robbed us of the time to work on new texts. But even prior to this, we both realized how little value our own institutions placed on the intellectual work of editing and recovery, and this has caused us to slow down and reconsider our own professional commitments.

While we remain committed to the project and believe that it is well regarded in the field, it has been disheartening to be told by short sighted administrators that its impact is difficult to evaluate or quantify. In many ways, this dismissal reflects larger trends in the devaluation of the humanities more generally, but it has also been discouraging given how colleges and universities are supposedly invested in the development of open access teaching materials and pedagogical innovations.

What does the future hold for JTO; specifically, what new texts can we look forward to?

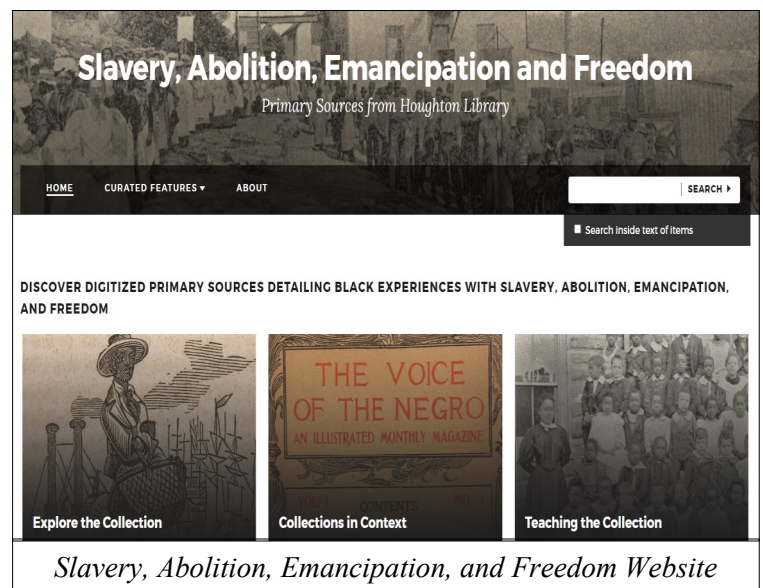
We’ve discussed a full-length novel, a sheaf of poems or literary selections in newspapers or magazines, and some early theatrical works. We’ve done some fruitful collaborative work with scholars in the field, and would like to continue that going forward. So we invite anybody to contact us about the kinds of texts they’d like to incorporate into their teaching. In the past, some instructors have asked about using the project to connect students across campuses (and some folks did do some trial runs of this on their own) and maybe now that we have all become, of necessity, more fluent in remote teaching and various digital platforms, this is something that instructors will feel more comfortable exploring in the future. It would be great if JTO could help students on different campuses be in conversation with one another.



Harvard’s Houghton Library, which contains most of the university’s rare books and archived material, is home to the CURIOSity Collection – several, curated exhibitions focused on specific topics. The topics are broken down by art and music, economic and social justice, education, government and law, literature and oral history, maps and explorations, and science.

Nestled under economic and social justice is the collection titled “Slavery, Abolition, Emancipation, and Freedom.” Hosting a large variety of primary sources, the site provides accessible materials to all virtual visitors. Project manager, Dorothy Berry, has lead Houghton Library’s first foray into sharing their archived material focused on eighteenth through twentieth-century black experience.

Primary source content is accessible through three different links, including the following: “Explore the Collection,” “Collections in Context,” and “Teaching the Collection.” “Explore the Collection” is broken into three subtopics: Black Voices, Memoirs and Slave Narratives, and Women’s Voices. Under these subtopics is access to pamphlets, speeches, and other political correspondences. “Collections in Context” is organized chronologically through 1780 to 1910, broken down into specific historical moments such as the early Republic, Civil War, and Reconstruction.



Slavery, Abolition, Emancipation, and Freedom Website

However, what makes this collection unique is the inclusion of a section on teaching primary sources. The teaching collection includes a unit dedicated to family autoethnography and offers directions on how to teach a large, multi-day project. The content is appropriate for grades 6-12 and encourages archival recovery as central to classroom conversation and writing practice. The collection's interface is clean and easy to navigate for quick and simple use; thus, students can be introduced to the archives through a collection that is fun rather than frustrating to navigate. For more advanced, scholarly usage, a full, interactive dataset is available.

A major point in any conversation concerning both physical and digital archives is the lack of accessible, diverse voices. In the past it was assumed that digital collections would start to highlight diverse voices; however, digitalization does not necessarily improve the underlying structures that are used to categorize collections.

In the Q&A section on the front page of the website, several questions raise the issue of diverse content, such as “Why aren’t more of the materials in this collection written by Black people?” and “Why does this collection include some anti-Black, racist material?”

The scholars at Houghton’s library provide answers that speak to the very issues of systemic racism and sexism as an underlying current that manages to oppress preserved black voices. In one response, the archivists write, “Until fairly recently, wealthy primarily White institutions did not place a lot of value on Black history and memory and so did not invest in collecting these materials. That is part of why, for example, we have far more material by White abolitionists than by Black abolitionists” (*Harvard, Frequently Asked Questions*).

Items that are coming soon to the collection include *Letters of Phillis Wheatley: The Negro-Slave Poet of Boston* (1846), and *A Statement with Regard to the Moorish Prince, Abduhl Rahhahman* (1828).

Works Cited

Harvard Houghton Library. “Slavery, Abolition, Emancipation, and Freedom.” *CURIOSity Collections*, <https://curiosity.lib.harvard.edu/slavery-abolition-emancipation-and-freedom>. Accessed 1. Jan. 2023.

Kaitlin Tonti
Albright College

Teaching Early America “I had then no home to fly to”: Digital Mapping Projects in an Early American Survey Course

In Elizabeth Ashbridge’s *Some Account of the Fore Part of the Life of Elizabeth Ashbridge* (1774), she writes about a moral, religious, and geographic journey that takes her from the Church of England to the Society of Friends, from her family in England “to a [maternal] relation” in Ireland, then among strangers in New England. In addition to these journeys, her account suggests a loss of home, as she states, “I had then no home to fly to.”

Like many accounts in early American literature, Ashbridge’s conveys transformative, geographic travel that is relayed through textual mapping that may also be visually mapped. Because early American literature has this geographical component, during fall 2022, in the 200-level American Literature I, an early American literature survey course from pre-Colonial literature to Reconstruction, students created digital mapping projects based on course readings of their choice. The digital mapping projects demonstrated the extensive travel in early American literature and offered students opportunities to reflect on alienation at home and abroad.

In this 200-level course at a historically Black university in which all my students identified as Black, while many of them were also of Native American and European descent, which they disclosed during class discussions, students were reading firsthand accounts by African and Native Americans and early texts for the first time. The course included thirteen students, two of whom were majoring in English.

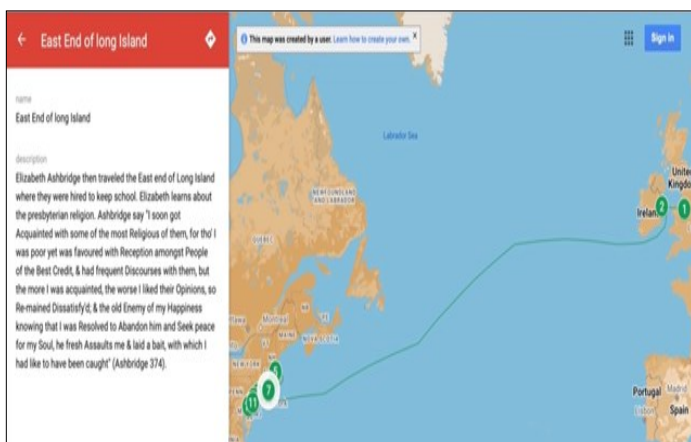
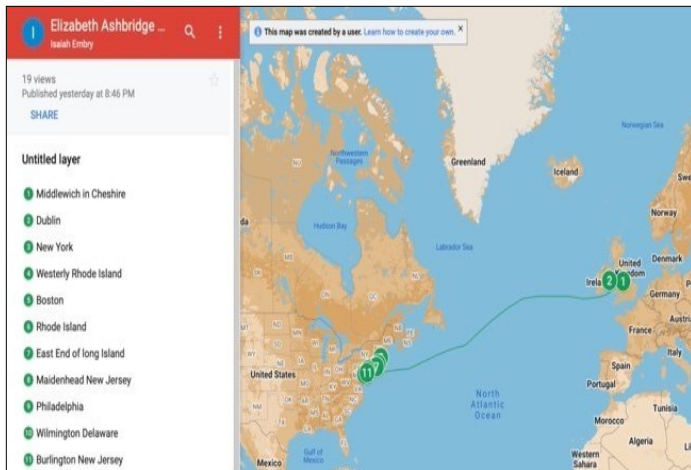
In addition to analytical writing assignments, I assigned students a digital mapping project that could be based on another assignment, either one of their essays or their discussion leads, but the digital mapping project had to be a stand-alone project. To help students generate ideas for the project and to envision their projects, I provided various extant, online examples and previous student projects, such as Deja Farquharson-Carter’s project (Thomas [9-12]).

I also invited Karen Lewis, Architect and Associate Professor at The Ohio State University and Newberry Library Fellow, to present to the in-person class via Zoom her digital mapping and visualization of Eliza Harris’s flight from Kentucky to Ohio in Harriet Beecher Stowe’s *Uncle Tom’s Cabin* (1852) so that students would have exposure to the research and expertise that may be invested in these projects.

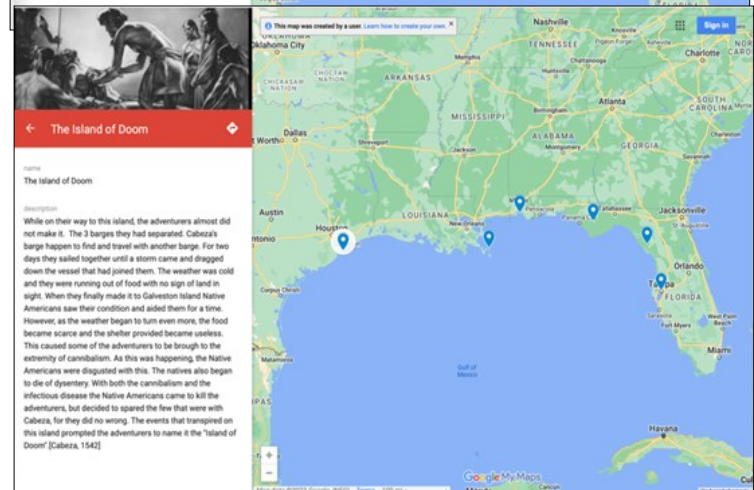
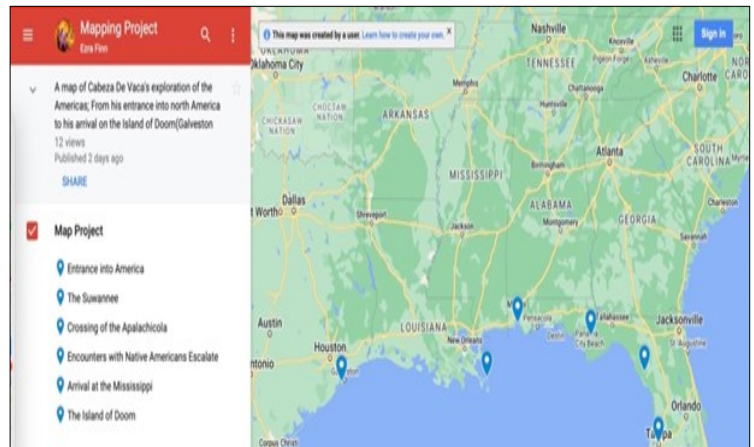
Lewis's project, "Through Eliza's Eyes," employs contemporaneous maps and data imported into *ArcGIS* to reimagine Eliza's travel from "My Old Kentucky Home," as a prototype, to Ripley, Ohio, through the Underground Railroad. Students had read chapters from *Uncle Tom's Cabin* and had read Francis Ellen Watkins Harper's poem "Eliza Harris" (1854). Lewis's larger project, "Mapping the Underground Railroad," includes William Wells Brown. Students had read portions from Brown's novel *Clotel* (1853). Additionally, students had read excerpts from Harriet Jacob's *Incidents in the Life of a Slave Girl, Written by Herself* (1861). During the question-and-answer session, a student poignantly remarked that she had not thought of the familial aspect of slavery—that familial ties were reasons the enslaved would remain or flee. Related discussions included rape, racial passing, travel, networks, home, and homelessness.

Students' digital mapping projects varied from mapping Christopher Columbus's travel to the Caribbean to the previously mentioned Ashbridge account to John Marrant's, Olaudah Equiano's, and Frederick Douglass's narratives. Students also mapped the travels of Bartolomé de las Casas, Álvaro Núñez Cabeza de Vaca and Marcos de Niza and Estéban de Dorantes. Only one student mapped the travel of a fictional character, Hester Prynne in Nathaniel Hawthorne's *The Scarlet Letter* (1850).

In addition to choosing a text from the course readings, students could choose any digital platform. Platforms students chose were *Google Maps*, *Google Earth*, and *ESRI's StoryMaps*. While students did not have to map an entire reading, the projects needed to be cohesive and ideally include some narrative description, as well as quotations from and analysis of the literary work being mapped. As in an essay, the text of students' projects should have conformed to standard English and documentation.



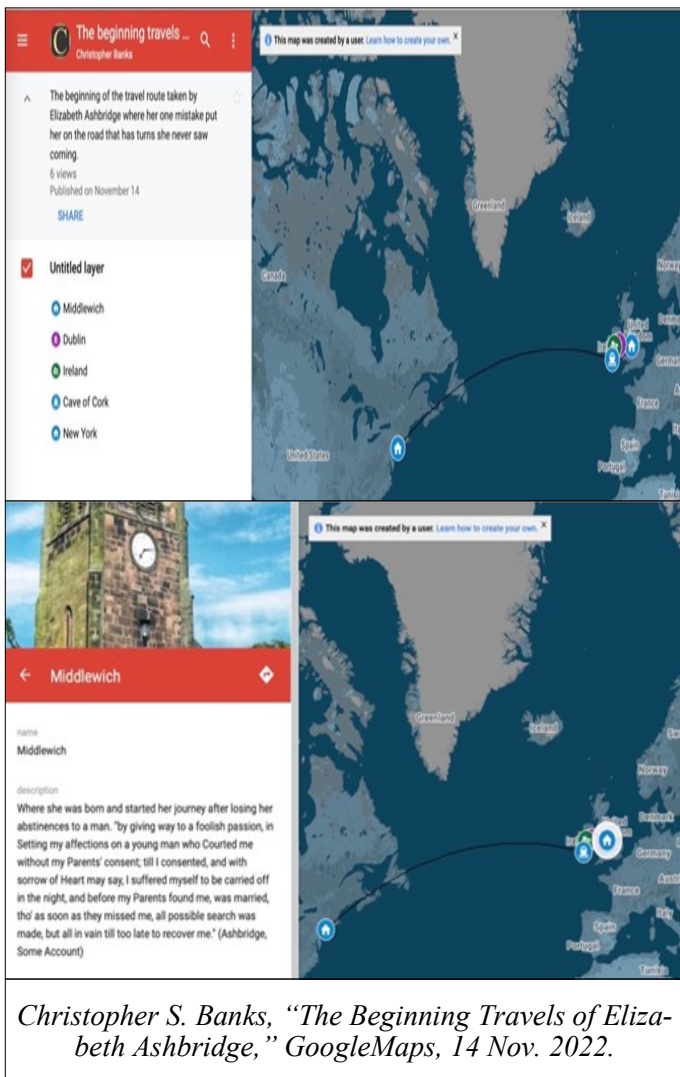
Isaiah Embry-Zeigler, "Elizabeth Ashbridge Map," GoogleMaps, 14 Nov. 2022.



Ezra Finn, "Mapping Project [of Cabeza de Vaca's Exploration of the Americas]," GoogleMaps, 13 Nov. 2022.

Of the two students who chose to map Ashbridge's travels, one student mapped her travel in Britain and Ireland, across the Atlantic, and in New England, while another student focused on mapping her travel in Britain and Ireland. As one student noted, "her one mistake put her on the road that . . . [had] turns she never saw coming." When discussing their projects in class, students noted the visualization of Ashbridge's travel as data visualization.

While Cabeza de Vaca's travel is commonly visualized, the student who worked on Cabeza de Vaca's travel mapped it from Florida to Texas. The student identified key points from the text that he narrated, interpreted, and cited. The cohesion the student provided was in the trajectory from "Entrance to America" to "The Island of Doom," which connoted analogy to a video game. In class, this student and another student observed that Cabeza de Vaca and his men were in a land that was not theirs, where they had to abide by the customs of others.



Another student, who mapped Douglass's travel, extended beyond *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself* (1845). The student mentioned in class that Douglass had to leave the United States routinely to avoid being re-enslaved. The student had been unaware of this aspect of Douglass's life until he had mapped Douglass's travel and the reasons Douglass had traveled and where he had traveled.

These digital mapping projects offered students an entry into the digital humanities through analytical visualization of early American literature that also engaged them to think about transatlantic travel, travel in the Americas, and reasons for travel. From their readings of Native, African, and European American accounts of the opossum, to Louisa May Alcott's short story "My Contraband" (1863), the Americas appeared a strange new world that might or might not be home, where even in one's family, one was not home, as so many were displaced from America, Africa, and Europe.

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Farquharson-Carter, Deja M. "The Lucky Maiden: Gendered Constrictions in *The Life of Harriot Stuart*." *The Portolan*, no. 115, winter 2022, pp. 34-38.

Lewis, Karen. "Mapping the Underground Railroad: Landscapes of Defiance and Ingenuity." *YouTube*, uploaded by newberrylibrary, https://youtu.be/AqRsbN_klGo. Accessed 13 Jan. 2023.

---. "Through Eliza's Eyes: Envisioning the Underground Railroad." *The Portolan*, no. 115, winter 2022, pp. 19-33.

Thomas, Leah M. "Mapping the Geographic Imagination in *Harriot Stuart* and *Euphemia* at an HBCU." *ABO: Interactive Journal for Women in the Arts, 1640-1830*, vol. 12, no. 1, 2022, art. 6, <https://digitalcommons.usf.edu/abo/vol12/iss1/6>.

Leah M. Thomas
Virginia State University

Do you want to write for SEAN?

We invite members of the SEA to submit a proposal for one of our regular SEAN feature columns:

- Early American Historical Sites: little-known or understudied/undervalued historical sites of interest to teachers and scholars of early America.
- Digital Early America: descriptions/overviews of new and insightful digital projects that advance the study of early American in the digital age.
- Teaching Early America: new and engaging approaches to teaching early American material.
- Scholar’s Musings: a new *SEAN* feature that focuses on little-known figures/connections/intersections in early America.

Columns are approximately 750-1000 words in length. SEAN deadlines are Jan. 15 for the fall issue and June 15 for the spring issue.

Email Mary Balkun mary.balkun@shu.edu or Kaitlin Tonti ktonti2@gmail.com.



Looking for a Mentor?

The Junior Scholars’ Caucus is hosting a mentorship program for junior scholars looking for academic mentors.

The JSC envisions that mentoring a junior scholar will not engage more than a business day (8 hours) of a scholar’s time over the course of a single semester. However, the parameters of the mentoring arrangement are ultimately up to the participants to decide. In recognition of the importance of diverse perspectives and influences on intellectual life, the JSC encourages junior scholars to seek multiple mentors, advisors, and sponsors throughout their early careers.

See sign up opportunities for both mentors and mentees here:

<https://www.societyofearlyamericanists.org/membership/sea-junior-scholars-caucus>



Upcoming Conferences

Society of Early Americanists Biennial 2023 Conference

The [Thirteenth Biennial Conference](#) of the Society of Early Americanists will convene on the campus of the University of Maryland and in various locations in Washington DC, June 8-11, 2023.

Keynote Speakers Include:

- Barbara Mundy, Art History, Tulane University
- Carla Peterson, Emerita, English, University of Maryland
- Gabrielle Tayac, History and Art History, George Mason University

Program Committee Members:

Ralph Bauer (chair), Allison Bigelow, Anna Brickhouse, Lisa Brooks, Sandra Gustafson, April Langley, Alex Mazzaferro, Joshua Piker, Marion Rust, Gordon Sayre, Cassander Smith, Kaitlin Tonti, Abram Van Engen, Kelly Wisecup

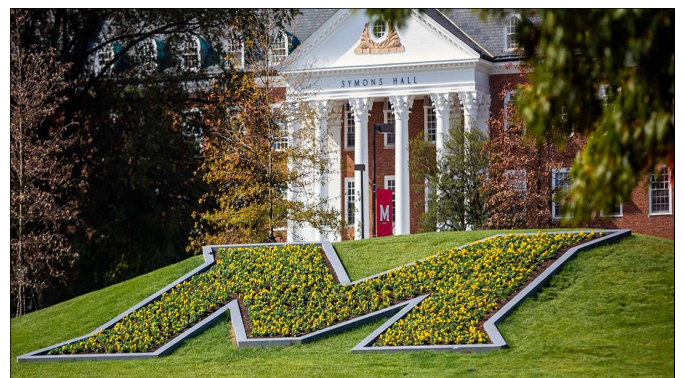
2023 Common Reading Initiative:

Toni Morrison, *A Mercy*

- Plenary and Student Colloquy led by Professor Dana A. Williams, President of the Toni Morrison Society, Dean of the Graduate School and Professor of African American Literature at Howard University

Common Reading Initiative Committee:

Anna Brickhouse (University of Virginia), Tara A. Bynum (University of Iowa), Brigitte Fielder (University of Wisconsin), April Langley (University of South Carolina), Cassander Smith (University of Alabama), Kaitlin Tonti (Albright College)



University of Maryland, Simons Hall

American Literature Association (ALA)

36th Annual Conference

Boston, Massachusetts

May 25-28, 2023

The annual American Literature Association will take place in Boston at the Westin Copley Place; there will not be a virtual option this year.

Calls for Proposals

CFP For Non-Guaranteed Special Topics Panel at MLA 2024: “Non-relations: The Unmaking of Kinship in American Culture”

We are seeking abstracts for a special topics panel at the 2024 MLA Convention in Philadelphia that examines the effects of shattered or disrupted kinship in American literature and culture. For over two decades, Americanist scholars working with feminist, queer, Marxist, postcolonial and psychoanalytic methodologies have critically challenged and formulated alternate ways of reading families and couples, both within small-scale models of filiation, and larger-scale symbolic communities such as nationalism and race-based identitarianism. Much of this important work has emphasized how these alternate kinship models have both undermined and underwritten traditional models of biological and social reproduction, but what remains still largely unexamined and unthought are how social forms can be articulated, read, or transmitted when the structures of kinship have become unintelligible, foreclosed, or warped so thoroughly as to be nearly unrecognizable. Is it possible to conceive of kinship independently of the pathos of belonging, or the metaphors of fraternity? Can we read or interpret the shattered kinship of “socially dead” slaves without resorting to an analogue with white bourgeois identity? How might we understand kinship and intimacy in sentimental literature without assuming complementarity between the sexes? Does the psychoanalytic notion of sexual non-relation give us any potential insight into a subaltern subject who would not be immediately bound up with the colonialist “master”? Submit 300-word abstracts and one-page CV to James Godley james.a.godley@dartmouth.edu by **March 30**.

**MLA Forum on Indigenous Literatures
The 1820s in the 2020s: A Roundtable of Critical Indigenous Readings**

What does it mean to bring critical Indigenous perspectives to bear on American literatures of the 1820s? We seek Indigenous-centered methodologies that reexamine the 1820s outpouring of literatures by and about Native people. Co-sponsored with LLC 19th-Century American Literature.

Submit to Angela Calcaterra, U of North Texas (angela.calcaterra@unt.edu) and Jesse Alemán, U of New Mexico (jmn@unm.edu) by **March 20**.

CFP: The Biopolitics of Childhood

We are seeking 2-3 essays to round out our collection *The Biopolitics of Childhood*, currently under contract with Routledge. Essays should focus on the long U.S. 19th-century and be approximately 6,000 words.

We are asking contributors to theorize the role of children and childhood as tools of biopolitical governance in the United States in the long nineteenth century. Essays might develop this line of inquiry by exploring how the interrelated and overlapping qualities integral to our understandings of the child and childhood, particularly malleability, growth, and symbolic power, are readily deployed by biopolitical power. We are especially interested in work that engages Indigenous, Pacific, Asian-American, and Latinx/Chicanx Studies, and well as Critical Disability Studies and Queer Studies.

Please send a 250-word abstract and CV to Lucia Hodgson (luciakhodgson@gmail.com) and Allison Giffen (Allison.giffen@wwu.edu) no later than **April 15th**. Do not hesitate to contact us if you have any questions.



SEA Council of Officers

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Ralph Bauer, President (University of Maryland)
bauerr@umd.edu

Sandra Gustafson, Vice-President (University of Notre Dame)
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Website: <https://www.societyofearlyamericanists.org>

Society of

Early Americanists

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, Kelly Wisecup (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 here: <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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1. "River Townscape with Figure" by Prudence Perkins; photo courtesy of <https://folkartmuseum.org/exhibitions/women-only-folk-art-by-female-hands/>
2. "Listserv"; photo courtesy of Society of Early Americanists. <https://www.societyofearlyamericanists.org/membership/listserv>.
3. "Kirsten Silva Gruesz"; photo courtesy of Kirsten Silva Gruesz.
4. "Marion Rust"; photo courtesy of University of Kentucky. <https://english.as.uky.edu/users/mlrust2>.
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7. "Jeremy Dibbell"; photo courtesy of Binghamton University. https://libraryguides.binghamton.edu/prf.php?account_id=253051
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9. "Dennis Moore"; photo courtesy of Society of Early Americanists. <https://www.societyofearlyamericanists.org/>.
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13. "Alonzo Smith"; photo courtesy of Society of Early Americanists. <https://www.societyofearlyamericanists.org/>.
14. "Thomas Krise"; photo courtesy of Society of Early Americanists. <https://www.societyofearlyamericanists.org/>.
15. "Michelle Navakas"; photo courtesy of Society of Early Americanists. <https://www.societyofearlyamericanists.org/>.
16. "Kassie Barron"; photo courtesy of Society of Early Americanists. <https://www.societyofearlyamericanists.org/>.
17. "Christopher Looby"; photo courtesy of Society of Early Americanists. <https://www.societyofearlyamericanists.org/>.
18. "Lisa Marie Becker"; photo courtesy of Society of Early Americanists. <https://www.societyofearlyamericanists.org/>.
19. "Cover of *The Black Vampyre*"; photo courtesy of <http://jto.common-place.org/>.
20. "Slavery, Abolition, Emancipation, and Freedom,"; photo courtesy of <https://curiosity.lib.harvard.edu/slavery-abolition-emancipation-and-freedom>.
21. "Elizabeth Ashbridge Map"; photo courtesy of Leah M. Thomas.
22. "Mapping Project of Cabeza de Vaca's Exploration of the Americas"; photo courtesy of Leah M. Thomas.
22. "The Beginning Travels of Elizabeth Ashbridge"; photo courtesy of Leah M. Thomas.
23. "University of Maryland, Simmons Hall"; photo courtesy of <https://www.umd.edu/>.