



# AMERICAN STUDIES NEWSLETTER

Skidmore College

SPRING 2006



## Our Department A Word from Gregory M. Pfitzer, Chair



Greetings from the chair the of American Studies Department. It has been an exciting year of transition and accomplishment here. The 2005-2006 academic year was the first of Joanna Zangrando's phased retirement, an arrangement that allows her to pursue her scholarship and professional activities in the fall term and to teach in the spring. She began phasing in impressive fashion with the acceptance of a national award of recognition--the Mary C. Turpie Award for excellence in program directing and teaching--conferred on her by the American Studies Association. That award (described in detail below) is a great honor for her and for the department, since it establishes us firmly among the premiere small, liberal arts, undergraduate American Studies departments in the country. This year we also welcomed two newcomers--Joshua Woodfork, Assistant Professor of American Studies, who completed his dissertation at the University of Maryland and Richard Kim, the NYU Minority Dissertation Fellow, who is working on his Ph. D at New York University. Professor Woodfork has introduced two new courses to the Skidmore American Studies curriculum--"Diversity in the United States" and "Critical Whiteness Studies"--while Professor Kim offered for the first time "Sex, Gender and Empire." Dan Nathan was on sabbatical leave this year, having won an NEH grant to pursue his work on the Negro Baseball Leagues, so Mary Lynn (who taught the department's first Scribner Seminar on "American Taste" in the fall) and I have tried to take up some of the slack.

Much of the 2005-2006 year has been given over

to preparations for a departmental review that will take place in the early fall of 2006. Every ten years or so, departments at Skidmore are reviewed by outside examiners who give advice about curriculum, program structure and assessment. As we get closer to the date of our review, we may be soliciting some of you for your reflections on the department. We will also celebrate the fiftieth anniversary of the program at some point in the 2006-2007 academic year. Stay tuned for details.

Otherwise, things are about the same here, from the chair's perspective. My desk is still a mess, and there's little hope of improvement in its condition until the semester ends. I've given up apologizing for its sorry state. I simply point to the sign that some of you may recall hangs from the side of my desk and which says: "Those proud of keeping an orderly desk will never experience the thrill of finding something thought irretrievably lost." Needless to say, I experience this thrill often throughout the term.

Thanks to Nancy for once again taking the lead on producing this newsletter. Its detailed treatment of the many things we do over several semesters signals the conclusion of a productive year for many of us.

Greg Pfitzer, Chair, American Studies

### Inside this issue:

Majors/Minors Abroad	2
Senior Honors Thesis Topics	2
The Class of 2006	3
Our Faculty	4
Our Student Assistants	4
Shrine at Hyde Park	5
American Studies Club	5
Academic Festival 2006	9
Fall Course Preview	10
Notes . . . Notes . . . Notes	11

## AMERICAN STUDIES FACULTY AWARD

Jacky Clark (pictured here with Prof. Zangrando) is this year's recipient of the American Studies Faculty



Award. She has demonstrated both excellence and growth in the major, proving herself an extraordinarily versatile student in a wide array of American Studies courses on regional culture, American identity and race, class and gender. She is a superb writer who has pushed the boundaries of traditional undergraduate historical scholarship by working in the area of "creative non-fiction." Her honors thesis, a study of Henry Wirz, the commandant of Andersonville Prison where tens of thousands of Union soldiers died during the Civil War, consists of a series of internal dialogues Wirz had with himself as he contemplated his fate as the only Confederate officer to face execution for war crimes during the conflict. Her unconventional paper was recently characterized by Pulitzer Prize winning historian David Blight of Yale at the first Kuroda Symposium as an innovative and sophisticated treatment of an elusive figure who "comes to life" as never before in the pages of her work. If "creative thought matters" here at Skidmore, then the American Studies department wants Jacky to know that she truly "matters" (see pictures on page 9).

## Zangrando Turpie Prize Recipient

In November, 2005, American historians and critics of many stripes all over the USA gathered together for the annual American Studies Association conference. For our colleague, Joanna S. Zangrando, it was a most auspicious occasion as, during the Friday evening awards ceremony, she was given the Mary C. Turpie Prize, a most prestigious recognition for Joanna, the department and Skidmore. In June, 2005, Linda J. Borish, '83 Skidmore graduate, Joanna's former student,

and Associate Professor of History at Western Michigan University, nominated Joanna for the Mary C. Turpie Prize. Many colleagues, students and friends of Joanna wrote letters in support of this nomination.

Annually, the American Studies Association gives the Mary C. Turpie Award, established in 1993, to a person who has demonstrated outstanding abilities and achievement in American Studies teaching, advising,



and program development at the local or regional level.

Zangrando is pictured above, at the conference, with Linda Borish and former American Studies Association President (and retired Professor of History, Temple), Allen Davis.

## American Studies Majors/Minors Abroad

**Sarah Jeffery '07, Scotland** Life is going fine here in Scotland. The weather leaves something to be desired - it's been sunny the past few days, but incredibly windy, and freezing over night. Not too much rain yet! My classes are fine as well. It's great taking the American History class because I don't have to read the background textbook! But I do have to start on an essay about Frederick Douglass. As for traveling, next weekend



I'm going to York, England, and then just two weeks after that is spring break. I'm not sure what my plans are for that yet, possibly sunshine in the Canary Islands, possibly other travels around Europe. There are so many options, everything is just so close.

In the picture I'm standing in the ruins of Castle Moir on the Isle of Skye (off the west coast of Scotland). I did try a bite of haggis the other night too, it wasn't as bad as everyone makes it out to be!

**Sam McHale '07, South Africa**

I'm studying primarily in Cape Town,

but we've been traveling around quite a bit. I am currently studying the Xhosa language and am taking a social change seminar class where the focus is on the transition from apartheid to inclusive democracy. While I am here I will be staying with four different families, and living in a hostel or hotel for part of the time as well. I will be staying with an Afrikaner family (descendants of Dutch colonists), a 'coloured' family (the South African term for people of mixed race, usually descendants of slaves), an urban Xhosa family, and a rural Xhosa family. Eventually I will be doing an independent study



project. I intend to do a practicum or internship in a school—perhaps a rural school or a township school. It is not a very traditional academic experience. We don't always have a classroom, so some times we learn Xhosa under a tree or a tarp. It's not exactly what I expected, but perhaps that is a good thing. We also do a lot of work 'in the field.' For example, we are dropped off and left by ourselves at an NGO (non-government organization) or a school and we have to go conduct interviews or find our way around and try to learn as much as we can. Yesterday we were dropped off at an NGO called "Ikamva Labantu"

(Future of the Nation). They do a lot of work with youth in the townships, providing after-school programs and 'life skills' classes (AIDS awareness, anti-drug talks, etc.). We met them in Cape Town's city center where we climbed into an old jalopy they call 'blue betty.' I was lying in the back of this station wagon with a guy named Thabo, all crammed in with no seatbelts. (My home stay family laughs uproariously at me when I try to buckle up. They say, "It's Saturday, man, you don't need a seatbelt." There is less traffic on the weekends here, but they never buckle up anyway). We drove to Nyanga, which is a township in the Cape Flats, and went to a school there. We played basketball with the kids (at first I said, "No I can't play," because I was wearing dress shoes. But they pointed to the kids who didn't even have any shoes and, of course, that was the end of that stupid argument), walked around their school, and talked about responsibility, HIV, and gender roles. On the way there, we almost hit a cow that was crossing the street. You can smell goats' heads being barbequed on the street corners as you drive through Nyanga. People often shout at you "Fifty cents," when they see you are white, hoping your wallet might be full, or at least more full than theirs. That's not exactly a normal day for me, but it's more common than uncommon thus far.

Pictured is the river that runs through the village of Gcinisa in the Eastern Cape, South Africa. I stayed there for a week to see what rural

life in South Africa is like. We had to cross the river to attend a funeral in



the nearby village of Zalaze, a one-hour hike across the river and up a mountain. The family with whom I stayed in Gcinisa did not speak any English, so it made for an interesting time. I was in charge of feeding our family's goats and chickens for the week, and on Monday we went to sell them in a neighboring village (also pictured). The government gives the residents of Gcinisa a small amount of free electricity every month as part of an electrification project, so we did have lights. What we did not have was running water or toilets, and I had to purify my water with bleach. If you've ever tasted water with a few drops of bleach in it, you'll know how awful that can be. All in all, though, the visit to Gcinisa was a great time; it was very interesting to see how people out in the countryside live.

**Sarah Mitchell '07, Argentina**

My experience in Buenos Aires has been somewhat short. I arrived Feb 26th and spent the first two weeks in orientation. I live with an older

(Continued on page 6)

## Honors Thesis Topics

"Writing is a solitary occupation."  
—Jessamyn West

**Jacky Clark**

*The Vilification of Henry Wirz*

Jacky is continuing an ongoing project, tentatively titled "The Vilification of Henry Wirz." This thesis is being written in the form of creative nonfiction, and centers on Capt. Henry Wirz, C.S.A., the Commandant of the Civil War prison, Andersonville, in Georgia. Wirz was charged with conspiracy to torture and murder POWs, and also with personally killing and torturing POWs, and was the only person in the Civil War to be hanged for war crimes. In her research, Jacky has contacted several historians and authors working in this field, as well as Wirz's great-grandnephew, Colonel

Heinrich Wirz, of Switzerland. Jacky's thesis argues for Wirz's innocence.

**Caitlin Bannon**

*Looking Back in Order to Move Forward: The Role of History in Answering the Abortion Debate*

Caitlin's Honors Thesis examines the criminalization of abortion in the mid- to late- nineteenth century, and from there it moves forward through the history of abortion as a crime and into legalization and the present-day debate. The basic idea behind Caitlin's thesis is that in order to understand abortion today and why it should be legal, it is necessary to understand the history of abortion and how it came to be criminalized. The 100-year period in which it was criminalized was actually an oddity given abortion's existence since ancient history and its legal status since settlers first arrived in America.

The first half of the thesis addresses the criminalization of abortion and the role of the allopathic physicians and the American Medical Association. During this period they were striving to professionalize medicine and gain power and authority over the field. Caitlin examines the motivations for criminalizing abortion, revealing that it was not the protection of women's health with which physicians were concerned, rather their motivations were far more manipulative, sexist, and self-interested. As they were gaining power, they were further relegating women to a subordinate role as dictated by the doctrine of the spheres.

In the second half of the thesis, Caitlin uses this understanding of the criminalization of abortion to inform the current discussion of abortion. She argues that today's debate is lacking and Americans'

understanding of the issue is obscured because the history of abortion is not known or considered. She suggests the need for reevaluating and reframing the current debate in order to resolve the current "war" over abortion.

**Jeff Field**

*Save Our Monument: The Story of a Ten Commandments Memorial in a Minnesota Town... And the Future of Religious Edifices on American Public Land*

Based on an initiative launched by a 1950s Minnesota Juvenile Court Judge, over four-thousand identical Ten Commandments monuments were erected on public land in the United States. The memorials, intended to promote religious-based morality, currently dot the landscapes of courthouses, parks and city halls. In 1957, one such edifice was

(Continued on page 6)



## Our Seniors: The Class of 2006

*"Courage is the most important of virtues because without courage you cannot be sure that you can practice any other virtue with consistency."*

—Maya Angelou

### Caitlin Bannon, Downers Grove, IL (Major)

After graduation, I plan to travel for a couple weeks in Ireland and Scotland before moving to New York City. I have been applying to law firms in the city for paralegal work, and my hope is to have a job lined up for when I return from Europe. I'm looking forward to being in the city and getting my post-Skidmore life started. Just the same, I will miss Saratoga and Skidmore so much, especially the American Studies Department. It's been a great four years and I'm glad I spent it in American Studies.



### Chris Brown, Barre, VT (Minor)

I have enjoyed everything about my Skidmore College experience. Since coming to this school I have taken



many different routes to get to where I am now. I started with a focus in management and business, an athlete on the crew team, student employee working at the spa cafe, a technician for the AIDS Benefit productions, Davis House Committee member, and a part-time Traditions Committee member. A lot has changed since that Freshman year. I realized that my lack of sleep was detrimental to my success here at Skidmore. As the years went by, I still remained loyal to many of these clubs while joining a range of others, along with continuing the management and business degree; however, I also became an American Studies minor, and tried my luck with a marketing job and a Marriott hotel internship. My dedication to accessing various opportunities that

have been available to me through the college has allowed me to easily transition after graduation into the work force. I am now applying and interviewing for hotel positions in guest relations and management. My plan is to work within the industry to grow into a general manager position, and eventually own my own hotel.

### Theresa Cary, Woodhull, NY (Major)

I am a double major in social work and American Studies. My interest in American Studies began freshman year when I took AM 101 with Professor Pfitzer. Throughout my Skidmore career I always have looked forward to my American Studies classes.



Through the support of my classmates and professors, American Studies has helped me become a better writer and a more holistic thinker. After graduation I plan on working a year for a non-profit agency that advocates for youth. After that time I plan on going to graduate school to finish my masters in social work. My American Studies degree will serve me well as I continue to follow my dreams.

### Jacky Clark, Ballston Spa, NY (Major)

Jacky, a Ballston Spa resident, transferred to Skidmore from Northeastern University in Boston for the Spring 2004 semester. She

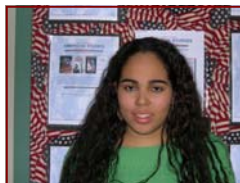


has been a student assistant in the American Studies office since the Spring of 2005, and also works in the Saratoga Library. Jacky's plans after graduation include cutting down on her coffee habit, and learning ventriloquism. She also has ambitions to run away and join the circus when she grows up.

### Steff Cruz, South Salem, NY (Major)

My experience with American Studies has been nothing short of great.

The classes I have taken within the department allowed me to develop some of my interests, primarily my interest in American Literature and also my interest in Women's Studies. While I have not taken classes with every member of the faculty, I have



had interactions with all of them and each has proven not only supportive, but willing to challenge my ideas, which has forced me to think more critically. I am not quite sure what I have planned for my future in American Studies. At some point I would like to write biographies of the Founding Fathers (and Mothers) for children, but for now culinary school is my next adventure.

### Lizzy Dickinson, Fairfield, CT (Major)

After taking a bit of the summer off, I am hoping to move to New York City



and start working in a museum, preferably in an education department. I am really sad to leave the American Studies department at Skidmore; they are some of the most interesting classes and best professors!

### Jeff Field, Golden Valley, MN (Major)

I will be attending the University of Minnesota Law School beginning Fall 2006. I would like to thank everyone in the American Studies Department



for all their support and encouragement. Without them, my Skidmore experience would have been nowhere near as socially or academically rewarding.

### Molly Greenberg, Encino, CA (Major)

As I look ahead to the coming year, I can't help but look back and reflect on my experiences here at Skidmore and how they have translated into passions that I know will remain with me

for the rest of my life. I came to Skidmore with a clear idea of what matters to me: compassion and kindness, activism and social consciousness, studying the past with the intent of bettering the future.



What I did not know when I came to Skidmore however, was how fascinating and gratifying it is to be able to connect what I care about outside of the classroom to the wealth of knowledge I have acquired inside the classroom. Double majoring in American Studies and Women's Studies has expanded my mind and provided me with resources that inspire me to take action, to make the changes that I wish to see made. The support that I have gotten from my professors in the American Studies department has pushed me to delve into the most interesting topics, many of which I plan to pursue in my future education and work. Next year I hope to be working at a non-profit organization dedicated to women and children's health and wellbeing all over the world. Though I will be sad to end my time here, I am excited to take all I have learned at Skidmore with me. I know it will serve me well in the world beyond.

### Jamie Harris, Brookfield, CT (Major)

I consider myself extremely fortunate to have the experience of an American Studies



major at Skidmore. In retrospect, my main regret of the past four years is not coming into the major sooner than I did. I would have loved to have been able to take more American Studies classes. I have not taken a single class in the department that has been anything less than exceptional—both in terms of course material as well as the investment and accessibility of professors, who are genuinely concerned with providing students with the best academic experience possible. As an American Studies major, the past four years have helped me realize my future; I am hoping to attend law school to become either a public defender or a Civil Rights attorney.

(Continued on page 7)





Joshua Woodfork (lt)

Dan Nathan (rt)

Richard Kim



Mary C. Lynn



Greg Pfitzer

Joanna  
Zangrando

Janet Casey



## Our Faculty

"All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth."  
—Aristotle

### Janet Casey

Having taught since 2001 in Skidmore's English Department, Janet is now officially "shared" by English and American Studies. She began her new departmental affiliation in the Fall, 2005, semester, by resurrecting AM260B: The Machine in the Garden, which allowed her to draw on her current book project on modernity and rurality. In April 2006, a drafted chapter of that book was the subject of discussion at the Newberry Library Seminar on Rural History in Chicago.

Janet is also interested in diversity initiatives in higher education, especially as they relate to class consciousness; as a result of an article on this issue published last summer in *Academe*, she has been interviewed this year by *Diversity Issues in Higher Education* and His-

panic *Outlook in Higher Education*.

This summer Janet will be finishing her book, helping to plan the First Year Experience, and looking ahead to future courses, including several that she is hoping to develop for American Studies. In Fall '06 she will offer a brand-new AM course entitled "Magazines and Modernity."

### Richard Kim

In September Richard began his NYU Minority Fellowship at Skidmore College and spent the fall semester writing and researching his dissertation "Fellow Travelers: Masculinity and Empire in US Travel Writing." He continued to write for *The Nation* magazine -- where he worked before coming to Skidmore -- and published an essay on torture and television for their December special issue "The Torture Complex." He currently blogs for *The Nation* and can be read at <http://www.thenation.com/blogs/nation>.

In the spring, Richard introduced a new course AM376: Sex, Gender and U.S. Empire -- which he very much enjoys teaching -- and co-taught the Methods course with Joanna Zangrando.

### Mary C. Lynn

2005-2006 marked the inauguration of the new First Year Experience program at Skidmore, whose centerpiece was the new system of Scribner Seminars offering first year students their choice of more than forty interdisciplinary seminars, each taught by a faculty member passionate about their seminar topic. Professors teaching the seminars served as faculty advisors for all fifteen of the first year students in their courses. Professor Mary C. Lynn volunteered to offer the American Studies department's first seminar, American Taste, an interdisciplinary analysis of the evolution of American cuisine. Beginning with a taste of native American food, offered by American Studies alumnus Jim Bruchac (1994), the class then studied regional food patterns of the colonial period (spending an afternoon at the Saratoga National Historical Park experimenting with camp cooking in the Revolutionary army, cooking cornmeal mush on an open fire in the pouring rain). First year students in the seminar were then paired with senior majors in Lynn's 300-level Religion in American Culture course for another

(Continued on page 8)

## Our Student Assistants

### Daniel Bentley

Dan comes to us from West Sand Lake NY, a small town close to Albany and Troy. A Skidmore junior and American Studies major, Dan hopes to continue his study of American history in graduate school. Although he enjoys many aspects of American history, he has a strong interest in comic books. Dan also enjoys music and plays trumpet in the Skidmore orchestra and big band. But his interest in music doesn't end there, he also plays the drums and piano. This is the end of Dan's first year working in the American Studies office and, fortunately for us, Dan feels it has been a wonderful experience.



### Jacky Clark

Jacky, a resident of Ballston Spa, transferred to Skidmore from Northeastern for the Spring 2004 semester. Last Spring (2005) she became an American Studies stu-

dent assistant, and stayed on with us for her senior year. Jacky is quiet, but quick to pick up on all our little idiosyncrasies. She is intuitive about our needs and eager to help out and get the job done. Jacky works diligently and hard in the office and in her course work, as well as working in the Saratoga Public Library. We're not sure how she fits everything in her day because she has been extremely busy turning her Senior Seminar paper into a Honors Thesis (see pg. 2).



When all the work is done, Jacky likes to unwind on her treadmill or with a good book. She can often be found curled up on the couch with a cup of coffee and a vampire novel. Jacky says she has ambitions to run away and join the circus when she grows up.

### Kelsey Lewis

Kelsey is a sophomore with an

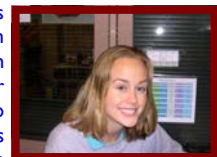
American Studies minor and a Geoscience major. She has lived abroad in Hong Kong and Geneva, Switzerland but attended high school in Concord, Massachusetts. She is interested in becoming an oceanographer later in life after she attends graduate school. Kelsey became interested in American Studies while she was in high school, due to one of her teachers who was really passionate about the subject. She loves to read, take long walks on the beach, have fun with her friends and copy things for Professor Zangrando. Traveling around the world is one of her passions and she hopes to continue with that after she makes enough money as a student assistant.

Sadly, Kelsey has just informed us she will begin work in the fall in the Geosciences department. We are so sorry she will leave us, but Geosciences has become enriched by hiring her!



### Carrie Von Glahn

Carrie graduated from high school in New Jersey but has called many places home. She is passionate about helping others and spreading joy! In this office, we can surely attest to that. During spring break Carrie combined these passions and joining folks from her church for a trip to New Orleans to help with construction of homes for those who lost theirs during the devastation of the hurricanes last fall. Carrie loves everything about American Studies and is especially interested in 19th century literature and history. In her spare time she keeps us all in line here and takes care of our every need! When the office is closed, Carrie likes to travel, to read, and does some really creative collaging. Next fall, Carrie will take a semester leave from the American Studies office and Skidmore and go to Paris to study. We will miss her a lot!





## Spring at Hyde Park for AM 221



On 31 March, students from Methods and Approaches, Prof. Zangrando, Prof. Kim, Prof. Pfitzer, and two AM 102 students hopped on an Upstate bus and made the two hour journey to the Roosevelt Home and Franklin D. Roosevelt Presidential Library in Hyde Park, NY. The weather was quite favorable as the pictures attest and spring definitely seemed to be in the air. Our wonderful student assistant, Carrie von Glahn, a member of AM 221, was kind enough to take along the department digital camera and get some pictures for our Newsletter. Please enjoy!

**Top:** Students of AM 221 (alpha order) — Karin Brudvig, Margaret Farris, Amanda Gray, Jamie Harris, Allison Klein, Anne Knopf, Kelsey Lewis, Meredith Lu, Katherine Morris, Emily Rossi, Alex Shapiro, Carrie von Glahn, Peter Zogas; and Professors Kim, Zangrando and Pfitzer.

**Right, Clockwise:** Browsing through the archival materials in the Library; Roosevelt's childhood room; more archival browsing; Zangrando on the lunch break; the bedroom where FDR was born; the Master Bedroom; Pfitzer (pushing wheelchair bound Meredith Lu who was recuperating from a broken ankle), Zangrando and Kim.

## American Studies Club, 2005-06

by Steff Cruz

One of the goals of the American Studies Club is to provide a forum for students to discuss issues that pertain to American Studies. These forums can range from focused discussions to informal gatherings. With this goal in mind, the American Studies Club has hosted several events this year. In the fall, the Club organized a panel on eating disorders in college, a discussion that stemmed from

an article in the Skidmore News. More recently the Club gathered with faculty and other students to watch "Black. White." a reality television show that deals with issues of race. This event was a great success and led to a great discussion. The Club's upcoming events include a Library Scavenger Hunt (the goal of which is to encourage students to learn and use the library resources), and bowling — a fun event with which to end the year.







## American Studies Majors Abroad

(Continued from page 2)

woman who does not speak English and is the nicest, best host mother one could ask for. She



never had children, so sadly I don't have any host siblings to hang out with; but I'm still extremely lucky to live with her. I am taking four classes with IES, my study abroad program; one with IES students at a local school called Lenguas Vivas, and a tango class with Argentine students at IUNA (a local university). Tango began in Buenos Aires and is everywhere, so I thought it appropriate to learn! Two of my classes, including the one I am taking for American Studies credit, are taught in English but the others are in Spanish. My language skills are not where I would like them to be, but everyday they improve and everyday I grow a bit more confident. I have never lived in a city, so, in addition to the cultural and language change, I am getting used to living with millions of neighbors. I mainly use 'collectivos' (busses) because they are by far the most popular mode of transportation with over 300 lines, but I also use the 'subte' and

walk, walk, walk everyday. I have only been out of the city once to go to Mar Del Plata, but am currently waiting to leave to visit a friend I met in high school who lives in La Plata. Over the semester I plan on visiting different parts of Argentina and hopefully I will also make it to Brazil, Chile, and perhaps some other nearby countries. Money will be the deciding factor!

Sarah says, "The reason I took this picture is because the food here is SO good and SO cheap, especially the beef. I eat out with my friend so much because we get delicious wine, meat, and desserts for about 10 US dollars."



### Alissa Moore '07, Italy

I've been in Florence, Italy this semester through the SACI program to study studio art. It has been amazing so far -- I'm so glad I decided to study here.



go there's good food, outgoing people and inspirational art. I've been traveling on the weekends and I've seen Rome, Pisa, Venice and I'm going to Torino this weekend to see the Olympics. It feels good to be exploring and having adventures and learning new things. I miss the AM department and can't wait to see everyone in the Fall for my senior year.

### Katherine Reid '07, France

I've been in Paris since the fall and have been studying here throughout the springtime. I'm doing an independent study on the European urban design and planning (specifically, Paris) and will hopefully be incorporating that into a senior research project on U.S. urban design and planning.

### Brian Salcido '07, Australia

I am at the University of Melbourne in Melbourne, Australia.

My semester abroad is by far one of the most exciting and interesting experiences I've ever had the privilege to enjoy. I'm learning new things about the culture everyday

and really enjoy Australian people and their lifestyle. The people I

have encountered and had the privilege to speak with are some of the nicest and happiest people I have met. I have been here only a month, but I think America's influence is apparent, though not too overt, in Australian life.

I haven't traveled extensively yet but have been to Phillips Island (and seen some incredible wildlife), Brisbane, Fraser Island (the world's largest sand island), and Anglesea. I've fed

kangaroos, surfed, been sightseeing, viewed aboriginal performances, enjoyed some great live music events, and just explored Melbourne. The city and natural landscapes that I've seen are all really beautiful. I still have a lot to see, and am making plans to do so. Next weekend I'm going to rural Australia to live and work on a farm for a weekend. Also, I am going to the Great Ocean Road, the Commonwealth Games, and a spring break trip to Western Australia. So far it's been an amazing experience and I can't wait to do more here.

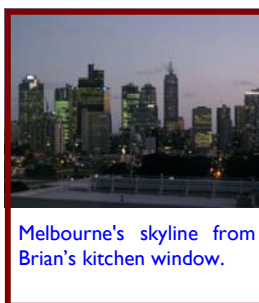
### Dan Shapiro '07, Austria

This semester I am living in Vienna, Austria. Austria has a population of about 8 million people and covers 84,000 sq. km, roughly the same as Maine. It has a temperate climate with Saratoga-like winters and summers. Like America, Austria has universal suffrage as well as many H&Ms and Starbucks.

Thus far, my semester abroad has been a rewarding experience, although I haven't been actively pursuing any issues really pertaining to American Studies. I am taking my time here to explore Viennese philosophy and Eastern European Literature-which has been great. Vienna is a beautiful city full of history and culture. The Viennese love their art and every night there is affordable music to be heard. Sitting in the center of Europe, it has also acted as a perfect launching pad for travel.

That's all for now. See you in the fall.

Auf Wiedersehen



Melbourne's skyline from Brian's kitchen window.

## Honors Theses

(Continued from page 2)

installed in front of the city hall in Duluth, Minnesota. It remained there until a 2004 lawsuit, brought by the American Civil Liberties Union of Minnesota, resulted in a settlement which moved the monument off city property.

Jeff explores the genesis of Duluth's Ten Commandments memorial, as well as the sometimes complex, year-long legal wrangling which eventually moved it to a different street intersection. Within this story, however, larger patterns emerge. Jeff analyzes the legal aspects of the issue, particularly important because of the current state

of Church and State relations in America. The confirmation of Justices John Roberts and Samuel Alito may signal an ideological shift on the Supreme Court concerning just these issues. The story of Duluth's lawsuit and eventual settlement provides one recent indication of what exactly the future holds for the separation of Church and State as an American Constitutional ideal.



## American Studies Majors & Minors

### Majors:

Dan Bentley '07  
David Bernstein '07  
Karen Brudvig '07  
Shauna Covell '07  
Sarah Jeffrey '07  
Anne Knopf '07  
Josh Lauren '07  
Nate Levy '07  
Sam McHale '07  
Sarah Mitchell '07  
Alissa Moore '07  
Katherine Reid '07  
Brian Salcido '07

### Alex Shapiro '07

Ben Thomas '07  
Kate Morris '08  
Kacey Schneider '08  
Carrie von Glahn '08

### Minors:

Emily Carnevale '07  
Kathleen Jevne '07  
Allison Klein '07  
Jessica Mayer '07  
Dan Shapiro '07  
Peter Zogas '07  
Kelsey Lewis '08



## Our Seniors: The Class of 2006

(Continued from page 3)

### Rebecca Jackson, Lynn, MA (Minor)

As an English major and a writer, I am planning on going into publishing once I graduate from Skidmore. I am currently pursuing several opportunities in Boston doing a variety of editorial work, but that does not mean I am leaving American Studies behind.

The interdisciplinary approach in American Studies has shown me that there are several different ways to examine the past or any situation. As I pursued my courses, I wondered how Gene Wise's stages of American Studies could possibly help me in the future. Part of my internship with Charlesbridge Publishing last summer was essentially to rework/rewrite a children's book so that it would fit the parameters the publisher desired as an educational children's book. I discovered that the simple act of looking at a problem from different perspectives can yield a dozen successful, creative solutions. While I doubt that I'll have reasons to call upon Wise's theories in the future (though, you never know!), the analytical skills I developed in American Studies will continue to guide me as I pursue a career, whatever it may be.

### Katelyn Kennedy, South Deerfield, MA (Major)

I can't believe four years have gone by already. Like many college students, for the first couple of years at Skidmore, I wasn't sure what I wanted as a major, or what career I thought I would like to pursue. That all changed as soon as I took my first American Studies class, AM 101 with Professor Pfitzer. I always liked history, and the idea of being able to look at the past through a variety of different means such as art, music, literature, television, and radio, made history all the more exciting to me.

The more American Studies classes I took, the more I knew that this was the major for me. After I graduate, I plan on using all of the knowledge and skills from American Studies classes and from my years at Skidmore to try my hand at teaching. After having spent some time working in a local elementary school, I have realized that this is in many ways my calling. My hope is to move to Colorado at the end of the summer, teach for a couple of years and get my masters soon after.

### Michelle Kim, Oakland Gardens, NY (Minor)

I wish I knew my plans for after graduation. There are a lot of things up in the air right now, but at this point, I plan to either pursue a news assistant position at the station where I currently intern (CBS-6 News) or move to France for a year to teach. Or, maybe something else entirely. My short-term goal is to find, somehow, a way to live in Paris and travel around Europe for awhile. My long-term goal is to break into journalism. The best classes I've taken at Skidmore have been in the American Studies department -- the professors, the texts, the other students, and the interdisciplinary methods in the classroom have all contributed to making each class a model representation of what a Skidmore education should be about. I think and perceive things so much differently -- much more critically, and I'm more open to the gray areas.

### Joshua Kinsel, Beaver Creek, OH (Major)

When I take my hiatus from academe after graduation, I'm certain I'll continue American Studies as a hobby, or at least a habit. I plan to head to Montana for the summer to either work with AmeriCorps or volunteer on organic farms before reconsidering

a scholarly direction, possibly toward environmental science, literature, or creative writing. In the meantime, I'll be learning the mandolin and perfecting a twang as I chase bluegrass pipe-dreams across the Western prairie.

### Michael Linker, Scarsdale, NY (Major)

I'm going to be attending law school at University at Buffalo Law School in the fall.

### Peter Loring, Andover, MA (Major)

I've had quite a run here at Skidmore: balancing course work with hockey was always a challenge, but I made it and I've accomplished more than I had planned. Upon graduation and that large looming question mark that comes with it, I was at first (believe it or not) slightly intimidated. Grand ideas filled my head (and continue to do so). At the time of this printing I'm about 95% sure of taking out the front seat of my truck to allow more room for my dog, Gibson. We are hoping to embark on the great American road trip, and drive up to Alaska. There I plan to work part time toward my master's in either teaching or writing, and exist in a new place in hopes of making new friends. After that I will most likely end up teaching English or History at a high school which will also allow me to coach hockey. Other than hiking the Appalachian trail and running the Iditarod at some point, my only other goal in life is to raise a large loving family. Many thanks to those of you who've helped me get as far as I have. I owe the world to you, and then some.

### Fatimah Mahdi, New York, NY (Minor)

After graduation I will be



spending the summer in Saratoga, working and relaxing.

### Alice Peisch, Wellesley, MA (Minor)



After graduation I plan on returning home to Wellesley, MA for the summer. Hopefully I'll be able to relax a bit and save some money before moving to NYC. Last summer I interned at a magazine, and I hope to return to the city and work in publishing.

### Kerina Pharr, Williamstown, MA (Major)

I am looking to use my Spanish minor and the appreciation and knowledge for culture which I have accrued through my major, American Studies. I am currently interviewing for jobs with translation companies. I'm also very interested in the recent debates involving immigration and would like to lend my bilingual and intercultural skills to help maintain the United States' legacy of being a nation of immigrants.



### Tim Ryan, Barrington, RI (Major)

My plans for next year are undecided. I hope to travel this



"The roots of education are bitter, but the fruit is sweet."

—Aristotle

(Continued on page 11)



## Our Faculty

(Continued from page 4)

field trip, this one to Hancock Shaker Village, where they were rained upon again, but able to study Shaker cooking inside the warm, dry dwelling house at the museum. After thinking about the development of distinctively American styles of cooking and eating in the 19th century with special attention to the effect of immigration, the class accepted a generous offer of hospitality from President Phil Glotzbach and Theater lecturer Marie Glotzbach and used their spacious kitchen to prepare an elaborate Italian-American meal (bruschetta, chicken and eggplant parmigiana, and tiramisu). As they explored the impact of science, business, technology, globalization and changing family patterns on U.S. food in the 20th and 21st centuries, working on research papers, small groups of students visited Professor Lynn's own kitchen for pie-making and cookie-baking workshops, and the whole class celebrated the end of the term by making Hannukah latkes according to two students' family recipes. The latkes were cooked in Tisch 307 in Lynn's electric frying pan, which some of you may remember has made other appearances on campus. While Lynn had to enroll in both yoga and pilates classes over the lunch hour to keep from growing larger due to the seminar activities, she found the course great fun, and was rewarded by the success of the class and by how easy it was to advise her first-year students effectively. Next fall Professor Dan Nathan will offer the department's Scribner seminar, *American Memories*.

### Daniel A. Nathan

Dan Nathan had a great year. Not long after last year's newsletter was published, he was promoted to Associate Professor, thanks to the department's support, which he found very gratifying. During the summer, he worked on several projects and traveled with his family to Baltimore, Washington, DC, Michigan, and Cape Cod. He also took a break from Roy Hobbs baseball, much to his former teammates' delight, as they won more games without him. On leave from teaching during 2005-06—a welcome respite, his first in eight years—Dan used the time productively. In the fall, he attended The State of Cultural History: A Conference in Honor of Lawrence Levine at George Mason University, published an editorial in the *Albany Times Union*, and did research at the Amateur

Athletic Foundation Sports Library in Los Angeles. He also developed a Scribner First-Year Seminar about "some of the many ways Americans have remembered (and forgotten) specific people, places, and events in our national past." In December, he did research at the Baseball Hall of Fame in Cooperstown, and after the New Year he spoke to Skidmore alumni clubs in Naples and Boca Raton, Florida. In March, Dan gave the 20th Anderson Sport Performance Lecture and participated in the Walter Prescott Webb Memorial Lectures series, both sponsored by the University of Texas at Arlington. This spring, Dan presented a paper at the North American Society for Sport History (NASSH) Conference in Colorado, and chaired NASSH's Book Award Committee. This summer he plans to spend time working and playing in Baltimore, Washington, DC, Michigan, and Cape Cod with his family. He is taking another sabbatical from Roy Hobbs baseball, but plans to play in 2007.

### Gregory M. Pfitzer

Professor Pfitzer has had a busy and productive year teaching courses, serving on committees and working on his scholarship. As usual, he delivered the introductory survey (AM 101 and AM 102) and in those courses had the pleasure of meeting a new group of bright and hardworking students, including potential majors and minors in the classes of '08 and '09. He also oversaw the completion of fifteen impressive senior seminar papers in the fall (AM 374), three of which have been expanded into honors theses this spring (see page 2). Pfitzer is currently teaching his course on the Sixties and has had several distinguished guests visit his classes, including Tom Hayden (author of the Port Huron Statement) and Mark Lytle (author of *America's Uncivil Wars*). Pfitzer traveled to Washington, D.C. this fall to participate on a panel with other chairs of American Studies programs across the country interested in program development. He also served as a member of the Writing Task Force at Skidmore, a subcommittee of the Committee on Educational Policy and Planning (CEPP) that is reconsidering the writing requirement on campus.

This fall Professor Pfitzer completed a book manuscript, *Popular History and the Literary Marketplace, 1840-1920*, which is under advanced contract with the University of Massachusetts

setts/Amherst Press for possible inclusion in the series *Studies in Print Culture and the History of the Book*. This is the third piece of a research plan on which he has been at work since the late 1980s. When he arrived at Skidmore fifteen years ago, he conceived of a trilogy of volumes treating the relationship between popular history and professional history in the interdisciplinary fields of history, literature and the visual arts. He has been especially interested in the debates that raged between professional historians—who stressed objectivity, precise investigative rules, and scholarly methodologies—and amateur historians, who valued a "usable past" and the narrative, story-telling functions of history. The first piece of this large project, *Samuel Eliot Morison's Historical World: In Search of a New Parkman* (Northeastern University Press, 1991), dealt with a twentieth-century professional historian's efforts to emulate the narrative style of nineteenth-century historical writers such as Francis Parkman. The second component of the design came into place with the publication of *Picturing the Past: Illustrated Histories and the American Imagination, 1840-1900* (Smithsonian Institution Press, 2002), a book that charted the complex relationships between words and images in the construction and narration of memory in pictorial histories. This third volume, *Popular History and the Literary Marketplace, 1840-1920*, deals primarily with the content, structure, style and narrative strategies of popular literary forms and what they reveal about the "deep structure" of historical thinking. It charts the rise and fall of popular history as a genre, demonstrating how and why it was born, flourished and then became unpopular over time. Pfitzer is interested in knowing why some readers (especially professional historians) have felt threatened by popularizers of history and in understanding what disagreements about the value of popular history reveal about differing ontological perspectives on the past.

Pfitzer had knee surgery late last summer which sidelined him during the playoffs of the Roy Hobbs baseball tournament. He is still playing noontime basketball, but poorly, and has been making noise about taking up a more leisurely sport—golf, perhaps.

### Joshua C. Woodfork

This past year Professor Woodfork taught two classes previously offered in the curriculum: *American Autobiography* and *The African American Experience 1860s--1980s*. This year's "Autobiography" class focused on "multiracial memoirs" ranging from Rebecca Walker's *Black, White, Jewish*

to Barack Obama's *Dreams From My Father*. Class discussion led Woodfork to volunteer to serve on the committee that chose the summer reading for the class of 2010. From discussions, Professor Woodfork nominated, and the book committee selected, Gregory Howard Williams's memoir *Life on the Color Line*. In addition to the previously offered classes, Woodfork introduced two new ones: *Diversity in the United States* and *Critical Whiteness in the United States*. The "Diversity" class addressed interrelationships and tensions that characterize a culturally diverse democracy by examining how accepted cultural traditions intersect with contested themes such as race, the family, adoption, gender, sexuality, and education. The "Whiteness" class examined whiteness in US culture and history, including the law, literature, education, popular culture, and white privilege.

Professor Woodfork attended two annual meetings of professional organizations: in October the American Studies Association in Washington, DC and in April the Organization of American Historians, also in Washington, DC. Woodfork says his proudest moment thus far in his Skidmore experience came on March 29, 2006, when the American Studies department faculty worked with the American Studies Club to coordinate a discussion and screening of FX Network's new series *Black.White*. While snacking on pizza and drinks provided by the club, a multiracial group of forty students, faculty, and administrators watched and critiqued the first episode of the show. "We had a powerful, respectful conversation that linked popular culture analysis with related course themes. The event illustrated the potential of co-curricular events to highlight learning in a liberal arts education," said Woodfork.

### Joanna Zangrando

As the 05-06 academic year began, so did Joanna's phased retirement, and fall was, for Joanna, the first sample. During phased retirement, for a period of three to five years, faculty teach one semester of the academic year and have the other semester off. Surprising to all of us who believed Joanna would not be able to put Skidmore behind her, she did an excellent job of doing so. Aside from attending beginning Italian classes (a very humbling experience according to Joanna), she was not visible on campus. In the summer, Joanna did her usual stint at the AP (Advanced Placement) essays in United States history readings in Texas. She continued to be active in the Saratoga Springs com-

(Continued on page 9)





## Our Faculty

(Continued from page 8)

munity: member of the board of the Saratoga Springs Museum and Historical Society; member of the board of the Saratoga Springs Preservation Foundation; volunteer at the concession stand of the Saratoga Film Forum; active in Planned Parenthood; and consultant for a Capital Rep production for Albany's schools. Before returning to Skidmore for the spring 2006 semester, Joanna even managed a trip to Ireland for ten days. Spring sprung and Joanna came back to us and has spent the semester teaching AM 202 (Identities) and team teaching AM 221 (Methods and Approaches) with Richard Kim. At the time of this writing, Joanna had just returned from a field trip (with the students in AM 221) to Hyde Park to tour the home of Franklin D. and Eleanor Roosevelt, as well as consulted archival materials in the FDR Presidential library. Joanna's wanderlust brings our students to the most interesting places and they, as well as she, Richard Kim, Prof. Pfitzer and a few AM 102 students had a wonderful day (pictures of this trip are on page 5). As the semester winds down, we realize that once again, with the coming of fall, Joanna will leave us to take another well-deserved sample of retired life. We really hope she enjoys it as much, or more than, the first time around!

## ACADEMIC FESTIVAL—3 May 3006

Students at Skidmore strive for excellence. While in class and during much of their free time, they write thoughtful papers, perform music, conduct scientific experiments and mathematical research, and create provocative works of art. The quality of independent thinking that characterizes the Academic Festival lies at the very heart of the definition of academic excellence. One of the great joys of life at Skidmore is the diversity and range of academic and co-curricular activities. Frequently, though, students have too little time to enjoy the successes of one project before moving on to another or to find time for sharing their work with others. Academic Festival is a time for that sharing and for the entire Skidmore community to reflect upon our students' achievement. Below are pictures from "Three American Studies Senior Honors Thesis Presentations." Presenters (Caitlin Bannon '06, Jacky Clark '06, Jeff Field '06) commented on the challenges of doing historical research and preserving cultural memory in the context of honors thesis work. Presenting in three widely different areas of historical investigation, Caitlin Bannon (*Looking Back in Order to Move Forward: The Role of History in Answering the Abortion Debate*), Jacky Clark (*The Vilification of Henry Wirz*), and Jeff Field (*Save Our Monument: The Story of a Ten Commandments Memorial in a Minnesota Town... And the Future of Religious Edifices on American Public Land*) discussed the common methodological challenges they faced in researching the past and analyzed the consistent patterns of interpretation they employed in investigating the place of historical memory in the American consciousness.

—Taken from 2006 Academic Festival Brochure



## Honors Convocation Pictures

(American Studies Award, Jacky Clark)



**Jacky Clark** receiving the American Studies Faculty Award from President Glotzbach, 2 May 2006



**AM 101: Introduction to American Culture: Pre-Civil War, MWF, 9:05-10am and F, 2:30-3:25pm, TLC 304, G. Pfitzer**

A study of the development of American life and culture up to the Civil War. Topics include utopian visions of the new world, religious settlements, the creation of a national iconography, the social implications of slavery, racial and ethnic conflict, gender roles, and the rise of the American intellectual traditions. Resources include fiction, folklore, satire, sermons, maps, journals, captivity narratives, trial transcripts, autobiography, art, architecture and material culture.

**AM 201(L): American Identities: Pre-1870s, TuTh, 2:10-3:30, TLC 301, M. Lynn**

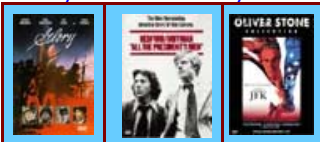
This course is about what it means to be an American. After a consideration of the current debate on multiculturalism and national identity, we'll explore some changing ideas of American identity by examining primary sources from the colonial period to the middle of the 19th century. Some of the issues we'll consider include race, the relations between settlers and the original inhabitants of North America, the separation between the thirteen British colonies and the mother country, male and female roles, religion, and reform. We'll also examine the ways in which influential writers and activists like Jonathan Edwards, Thomas Jefferson, Ralph Waldo Emerson, Frederick Douglass, Elizabeth Cady Stanton, Herman Melville, and Harriet Beecher Stowe thought about their culture, and often tried to change it. Classes will be primarily discussions, so that regular class attendance and careful preparation are required.

**AM 233: Representations of the American Past in Film, TuTh, 9:40-11:00, TLC 303, D. Nathan**

An examination of how Hollywood filmmakers have represented the American past with special attention

## Fall, 2006, Course Offering Preview

to the implications of movies for the construction of American cultural identity. Students will analyze films as



historical documents that reflect (and sometimes reproduce) the ethos or cultural politics of the period in which they were made and first viewed. Through the use of popular culture theories students will consider the ways in which films inform (and sometimes obfuscate and subvert) historical understanding.

**AM 260J: Themes in American Culture: Diversity in the US, TuTh, 11:10am-12:30pm, TLC 303, J. Woodfork**

People in the United States of America live in a society where they must reconcile the realities of cultural differences with unified notions of America and American identity. This course navigates that terrain, not only by introducing students to some of the dramatically different communities that populate our nation, but also by directly addressing the interrelationships and tensions that characterize the workings of our culturally diverse democracy. American Studies 260 is committed to under-



standing the United States as a complex, heterogeneous society that has been profoundly shaped by both the connections and conflicts found in our multicultural heritage. We will examine how these cultural traditions intersect with debated themes, such as race, the family, adoption, gender, sexuality, and education.

**AM 360A: American Cultural Periods: The 1920s, TuTh, 3:40-5:00, TLC 207, D. Nathan**

An intensive examination of the "roaring twenties," with special attention to the impact of class, race, and gender on the development of American culture in the period. Focusing on a series of controversies

illuminating some of the conflicting forces at work in American society, including debates over immigration, Prohibition, evolution, sexuality, and the role of women in society, the course will examine some of the major intellectual, social, and cultural issues of the era.



**AM 362: American Autobiography, TuTh, 12:40-2:00, J. Woodfork**

An example of American culture through the lives of specific people as recorded in their autobiographies. The course explores autobiography as an act of self-creation and as a reflection of culture. Various autobiographies are examined for their revelations about choices, crises, values and experiences of representative people in particular periods of the American past.



**AM 363 Women in American Culture, WF, 10:10-11:30, TLC 308, M. Lynn**

An examination of the changing position of women in American culture and society from the seventeenth century to the present. Topics will include the developing familial, economic, sexual, educational, and political roles of women, as well as consideration of the suffragist and feminist movements. Issues of race, class, and ethnicity will be included, and resources from a variety of disciplines will be used, including material culture, history, literature, politics, sociology, and economics.



**AM 374: Senior Seminar, MW, 4:50, LIB 213, G. Pfitzer**

Exploration of primary and secondary sources in the interdisciplinary examination of a particular topic in American culture. Students will pursue a major research project or prepare an honors thesis proposal. Required of all senior majors. Open to majors only; normally taken in fall term of senior year.



**AM 376R: Topics in American Culture: Magazines and Modernity, WF, 12:20-1:40, BO 100, J. Casey**

The number and variety of American magazines exploded in the late nineteenth and early twentieth centuries, leading historians to call this era the "golden age" of periodical development. This course will introduce you to this wealth of primary material and to the theoretical concerns of scholars who study the roles of magazines in reflecting and creating modern culture. We will read magazines as cultural documents in order to explore, for example, the rise of modern advertising; the shaping of gendered, classed, and racialized readerships; and the popular advancement, and occasional subversion, of dominant ideological perspectives (of nation, of domesticity, of labor, of consumption). We will also consider the enormous influence of certain turn-of-the-century editors and their business policies, including the sophisticated relations they created among internal magazine elements so as to streamline their cultural messages. In addition to substantial theoretical and historical reading and regular short research and writing assignments, each student will be responsible for a major semester-long project that will involve intensive study of a period magazine in the Scribner collection.



*"A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron."*

—Horace Mann





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**Dan Nathan** gave a lecture at the 41<sup>st</sup> Annual Walter Prescott Webb Lecture Series at the University of Texas at Arlington titled "Chasing Shadows: The Baltimore Black Sox and the Perils of History." In this series, titled "Baseball in American and America in Baseball," noted historians of American sport delved into the historical development of baseball in American and tried to explain the rich symbolism of baseball for the players, for the spectators, and for America.

**Mary C. Lynn** pulled the materials out of the 1940 time capsule which had been unearthed from the foundations of the old Scribner Library. Contents ranged from a *Skidmore News* and photos of the May Queen's court to a *New York Times* front-page story reporting Hitler's blitzkrieg—as well as a jeweled black choker often work by founder Lucy Skidmore Scribner.

**Joanna S. Zangrando** won the Mary C. Turpie Prize in American Studies (see front page).

**Joshua Woodfork** brought together (22 March 2006) students from his course on diversity, department faculty, Dean of Faculty, Muriel Poston, Assoc. Dean of Faculty, Sarah Goodwin, and numerous other folks to view, in the Entertainment Lounge of the Spa, a video tape of the first in the FX-Network series *Black. White.* This was followed by pizza and a really eye-opening discussion., after which the group viewed the live third part of the series.

**The American Studies Department** faculty, majors and minors enjoyed a nice afternoon of bowling and pizza on 14 December 2005, to honor **Zangrando's** winning of the Turpie Prize (the bowling was actually Joanna's idea). It seems everyone had a great time.

**Dan Nathan** and his family encountered a bear in the Berkshires on Easter Sunday. The Nathans, as well as the bear, are fine!

**Based on the current fervor** over publicity surrounding immigrant rights and demonstrations, the American Studies club decided to sponsor one more event before graduation. Our nation has a rich immigrant past, but it has always been troubled by questions of immigration policy with respect to whom to admit and under what conditions. These problems are reflected in the recent congressional debates regarding immigrant legislation, and nationwide demonstrations of legal and illegal aliens and their supporters. The students attending Skidmore now will be tomorrow's leaders and they, too, need to be educated on the issues surrounding the legacy of immigration in this country. American Studies club Secretary, Kerina Pharr ('06) and Julia Raufman ('06), President of the Spanish Club, collaborated to create an informative visual display (may be viewed in Case) that highlights the oppression suffered by various immigrant groups throughout history and a petition to be signed by the Skidmore community and sent to state representatives in Albany, NY and to Washington, D.C. in support of fair immigration reform.

**Jennifer Nathan, '03**, won the Communicator Awards' Crystal Award of Excellence in the News/Feature Story category for a piece about gypsy jazz artist Django Reinhardt. Jennifer is Producer of The Roundtable Program for WAMC (90.3 FM), Northeast Public Radio.



Jennifer Nathan  
Roundtable Producer



**Allison Kupfer, '00**, came to campus in late March through Skidmore's Career Services office to talk about her work at Abt where Allison works on studies of federal and education programs like Even Start (family literacy) and evaluations of approaches to child and family welfare programs. Abt looks for potential employees with a range of skills, qualitative and quantitative, writing, interviewing, training, and collecting different kinds of data. Allison says Abt is a great place to work and is "chock full of Skidmore alums."



**Nancy Osberg-Otrembiak** celebrates 25 years at Skidmore College in April 2006 (24 years in the American Studies Department).

## Class of 2006

(Continued from page 7)

summer and then move out west with a friend to enjoy some time off from school. After that I hope to attend graduate school for law.

**Andy Scopp, Larchmont, NY (Major)**

I'm sad to be leaving Skidmore, but excited to conquer the real world armed with a degree in American Studies. I'd like to thank the entire department for their guidance, support, and excellence in teaching. American Studies is such a fantastic discipline, as it allows the student to cater specifically to his/her own interests, while in



the broader context of American history. I've written papers about children's television, John Wayne movies, Babe Ruth, and everything in between. Next year, I hope to be a participant in the Teacher's Apprentice Program at the New Canaan Country School in Connecticut. My experience at Skidmore has been invaluable, and the American Studies Dept. is to thank for a great deal of my academic success.

*Graduation is not the end;  
it's the beginning.*

## Clark and Harris Speak at Kuroda Symposium

On April 8th, seniors **Jacky Clark** and **Jamie Harris** were invited to participate in the first annual Kuroda Symposium honoring retired History professor, Tad Kuroda. They read from their Senior Honors Thesis and Senior Seminar Paper and David Blight (Yale Professor of History) provided critical and positive analyses of their work. Both Jacky's Senior Honors Thesis (see page 2) and Jamie's Senior Seminar Paper are based on the Civil War. Blight is a pre-eminent scholar whose book *Race and Reunion: The Civil War in American Memory* (2001) earned a number of awards, including the Frederick Douglass Prize, the Lincoln Prize, three awards from the Organization of American Historians, and the Bancroft Prize among others.



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**SPRING AT HYDE PARK FOR AM 221 (see inside for more pictures)**