

DePaul



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AMS Program Requirements

-3 Core Methods Courses
(AMS 211, 213 & 215)

-1 Senior Seminar

-6 Courses from One of the
Five Concentrations

-3 Electives Courses on
U.S. topics, either AMS
courses or university courses
approved of by the
American Studies program.

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American Studies

Spring 2014 Newsletter

A Letter From the AMS Program Director, Allison McCracken

And finally it is Spring (well, early summer anyway)!

Welcome to our third and final newsletter for the 2013-2014 academic year.

We have had a particularly eventful quarter this year. Our biggest news is the selection of AMS Senior and Newsletter editor **Caelin Niehoff** as this year's **LAS Commencement Speaker**! Caelin was chosen after applying and auditioning with many others students. Finalists worked with a coach to prepare; Caelin chose to work with AMS Board member Beth Zoufal of the College of Communication, who deserves our thanks as well. This honor caps a brilliant academic year for Caelin both within and beyond the department. Caelin was also chosen as the **Lincoln Academy Student Laureate** from DePaul earlier this year and spoke on behalf of all the winners at a ceremony attended by the governor. This spring, Caelin was awarded a **Gilder Lehrman History Scholar Award**, which recognizes outstanding graduating college seniors nation-wide in American Studies and American History; Caelin will fly to NYC in June where she will participate in a program of archive and museum tours as well as meetings with scholars, including a celebratory dinner. Caelin will then be flying off to Europe to present her paper on rural Wisconsin women's activities during World War II at a conference at the University of Worcester.

Within the AMS Department, Caelin has received both of the major awards for graduating American Studies seniors, which I presented to her at our annual Spring Luncheon on May 12th. Caelin was chosen as **Outstanding American Studies Senior**, an award that recognizes not only academic achievement but service to the department. In addition to her excellent work on the newsletter for the last two years, Caelin has recruited and mentored a number of majors. Finally, I also presented Caelin with this year's **Richard deCordova Writing Award** for her paper, **"Picture Windows: American Housewives and the Architecture of Agency in Mid-Century Suburbs."** The deCordova Committee felt that Caelin's paper represented the best kind of American Studies work: it is interdisciplinary, making connections between material culture, popular culture, feminism, and built environment. Congratulations Caelin, on all your achievements. We are so proud of you and you will be greatly missed!

I was also delighted to present a deCordova Honorable Mention award at the AMS luncheon to AMS Junior **Clelia Sweeney**, whose paper **"White Male Revenge Fantasy: An Examination of Privilege in Dexter"** impressed the deCordova committee with its complex ideological analysis of the raced, classed, and gendered aspects of this television program; they also felt the paper was also exceptionally well written. The luncheon featured our standard fare of sushi and Sweet Mandy B's cupcakes, but there was something for everyone: sandwiches, pasta, salad, and a vegan option. The luncheon was organized by our Administrative Assistant, Nancy Leifker, who has proved an invaluable asset to the department in her first year. We are hoping she will remain with us for many years to come!

AMS was also very fortunate to have a wonderful Guest Speaker this quarter, **Dr. Christina Simmons, Associate Professor of History and Women's Studies at the University of**



American Studies Senior Caelin Niehoff (L) and Junior Clelia Sweeney

Windsor in Canada (details on back page).

Our current issue of the newsletter brings some fresh perspectives on American Studies from the younger generation as well as one of our most seasoned and wisest faculty members. **Professor James Block of the Political Science Department**. Dr. Block was on the ground floor of developing American Studies at DePaul and has some wonderful insights about the discipline and its future here. **Alum Marlene Chojnowski ('06)** feels her experiences in American Studies and the liberal studies program at DePaul exposed her to a variety of ways to look at the world, inspiring her to pursue a number of interests in different places around the country and around the world. **Junior American Studies/Political Science double major Shannon Faulise**, originally from Paraguay, has also spent time abroad and is very much invested in a variety of approaches to studying the United States' politics, culture, and history. Her concentration in Popular Culture and Media Studies has helped to ensure her complex view of American culture.

Now, we come to our goodbyes. In addition to Caelin and our other departing seniors, we are also saying goodbye to our retiring **Professor James Brask**, who has taught the "History and Politics of Vietnam" course for us for the past several years. A Vietnam vet, this course has long been a favorite of our students (including Shannon). Dr. Brask's retirement is well earned, but we hope to persuade him to come back—hopefully next spring—and teach for us again.

This is also my last newsletter issue as Director of American Studies, a post I have held for the better part of the past six years. I will continue to teach American Studies at DePaul and hopefully will be able to develop some new courses for our students. I leave the program in the more-than-capable hands of new **AMS Director, Associate Professor of History Amy Tyson**, who will assume the Directorship on July 1st. Dr. Tyson, who was profiled in our Winter Quarter 2009 newsletter, has been teaching our Core AMS 215 class for several years now, in addition to the senior seminar. Dr. Tyson has a PhD in American Studies from the University of Minnesota and is the author of *The Wages of History: Emotional Labor on Public History's Front Lines* (UMass Press, 2013). We are all very excited about the leadership Dr. Tyson will bring to the Program. Please welcome her!



Student Perspectives: Shannon Faulise, Class of 2015

A junior and American Studies/Political Science double major, Shannon Faulise's interests span both time and place. Born in Paraguay, raised in the Minnesota suburbs, and now college-educated in Chicago, Shannon spends a great deal of time traveling to different geographic locales. Her cultural and historic interests are likewise varied. While she describes a particular interest in late 20th century U.S. and LGBTQIA history, her AMS transcript reflects a diverse range of American culture courses that began with her freshmen Discover Chicago course.

Entitled “**LSP 110: Discover Chicago: This Old Chicago House**,” AMS/History Associate Professor John Burton instructed the course and introduced Shannon and first-year students to Chicago’s urban landscape through its historic homes. The class studied houses—such as those found in the Lincoln Park, Chinatown, Pullman, and Prairie Avenue neighborhoods—and their architectural styles. *“We explored Chinatown in the Discover Chicago class, and I still like to visit the neighborhood. I will remember places that we went and think of places that I would still like to visit.”* Tours and field trips included homes of famous Chicagoans such as entrepreneur Marshall Field and architect Frank Lloyd Wright.

Shannon’s American Studies courses continued to take her outside of the classroom. Before sitting down for our interview, Shannon accompanied AMS classmate Mallory Ewart to the Chicago History Museum for her **AMS 215: American Experience III: From 1941 to Present** course. At the museum Research Center, students learned about oral history from reading interview transcripts of the city’s

Student Perspectives: Shannon Faulise

Polish immigrant population. The project acts as a stepping-stone for students as they learn different history methods. The Chicago History Museum project introduced Shannon to interview methods specifically for doing oral histories and prepared her for the process of conducting her own interview with a Chicago immigrant.

As a Political Science double major, Shannon brings historical and cultural perspectives from her American Studies coursework to the Political Science Department. Shannon sees significant overlap between her American Studies and Political Sciences courses, but also identifies essential differences between the majors.

“I think American Studies allows for a more in depth analysis of history and culture. AMS puts students into the mindset of what life was like during a certain era or decade, whereas Political Science examines big, platform issues. American Studies really gives you a comprehensive background so that you can see how different topics relate within Political Science—not only within the U.S. political system, but abroad as well.”

Shannon’s political interests reflect her involvement as an intern for the Al Franken For Senate 2014 Campaign. During her time on the campaign Shannon fulfilled a variety of roles: calling constituents, conducting demographic research, and registering Minnesota citizens to vote. *“They don’t really train you. You just jump in on the first day and they tell you, ‘All right, here’s your assignment: I need you to look up this senate district.’”* Shannon recently landed another full time internship with the campaign this summer, and she considers a future in politics a viable career option.

Shannon intentionally selected the American Studies Popular Culture and Media Studies concentration, rather than the Politics and Institutions concentration, because she did not want to become too politically focused in her studies. She wanted to learn more about America’s popular culture and pursued courses such as Professor Allison McCracken’s **AMS 380: Television and American Identity**. The course examines popular television’s representations of gender, race, ethnicity, and class differences. Students watch television shows and grapple with television’s dominant ideologies. In addition to her time in popular



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Shannon Faulise, *continued*

culture courses, Shannon will complete the AMS core courses at the end of this quarter. Professor John Burton taught two of her core courses: **AMS 211: American Experience I: Early American to 1860** and **AMS 213:**

American Experience II: From 1860 to 1941. She particularly enjoyed AMS 213's turn-of-the-century focus, especially the course's examination of American gangsters.

This quarter's course load also includes Professor James Brask's course, **AMS 380: Politics and History of the Vietnam War.** After only a few sessions, Shannon quickly identified the course as the best class she has taken within the American Studies Program.

"Professor James Brask has so many stories. It has always been difficult for me to study the Vietnam War, because it is not an event that I consider relatable to my own experiences. The way Professor Brask teaches, however, is extremely effective. He brings in photographs, and he is really good at explaining what the war was like. He keeps my attention for all one hundred and eighty minutes of the night class."

The course provides new perspectives that inform Shannon's understanding of the Vietnam War—a subject she previously studied in **PSC 120: the American Political System.** Shannon recommends American Studies students take Professor Brask's Vietnam War course as well as **PSC 242: American Foreign Policy**, with Professor William Denton.

While Shannon's studies encompass predominately North American cultural topics, she also holds an interest in South American language, relations, and politics. Shannon is a Spanish language minor and spent a December intercession studying abroad in Chile and Argentina.

"In Chile we stayed in Santiago and Viña del Mar. The courses were business oriented, so we visited several Chilean organizations. One of the organizations that I liked was called Crece Chile (grow Chile) and it was this little program in the suburbs. They're doing preschool work and just built a school in a low-income area where not only children but also parents can learn, because most of the parents do not have a high school education. In Argentina, we stayed in Buenos Aires and visited the U.S. embassy. We went at a really interesting time; Argentina was celebrating thirty years of democracy."

In addition to her South American travels,

Shannon also participates in DePaul's Latin American dance group, B.A.I.L.E. Shannon joined the group during the fall quarter of her freshmen year and has since served as the organization's secretary. Shannon choreographs Latin and hip-hop routines for the group and performs at various venues. Shannon's other extra curricular involvements include her membership and leadership within DePaul's Chi Omega Fraternity. She cites Chi Omega as the "reason she is still at DePaul." Through Chi Omega Shannon has participated in service events for the Make a Wish foundation, served as a mentor to a "sister," taken on new leadership roles as the organization's assistant secretary, and fostered numerous friendships.

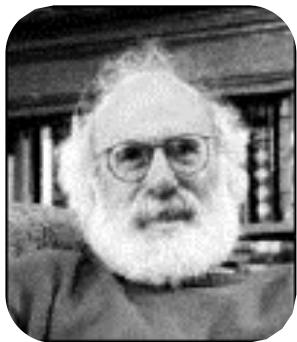
Shannon's campus involvements help connect her to different DePaul communities and in many ways reflect her interconnected interests—both academic and personal. The American Studies Program, in turn, helps Shannon "be applicable," by making connections between her AMS studies and her day-to-day life.

Shannon describes the American Studies program as holistic because *"there's always going to be more than one way to approach a topic of academic studies."* She hopes that an American Studies education will give her what she calls *"relatable knowledge: being able to apply knowledge that I've gained in previous classes and having that knowledge as a resource for future events."* Her American Studies courses are continuously building upon one another and since her first year in Discover Chicago and Political Science courses, Shannon has been applying new perspectives to her ever-changing understanding of the past.



[There's always going to be more than one way to approach a topic of academic studies]





Professor James Block: College of Liberal Arts and Social Sciences

Undergraduates often preoccupy themselves with questions—thoughts and concerns about their major choice, career path, and financial decisions. And increasingly, universities narrow the scope and depth of undergraduate curriculum to reflect tapering job markets and discipline-centric graduate programs. Professor James Block, however, persists in asking expansive questions not only of his students, but also of American Studies as an interdisciplinary program and America as a historical and theoretical project.

"I'm very committed to the idea of asking holistic questions about holistic subjects. So for me American Studies is not to tell me what American Studies is—it's to ask the questions that are peculiar to what America is or might be."

Dr. Block's perspective comes from over thirty years of teaching experience at DePaul, coupled with a history of trans-disciplinary studies starting with his time as a Political Theory and Intellectual History major at the University of California, Berkeley and continuing through his doctoral work at the University of Chicago's Committee on Social Thought. He helped found DePaul's American Studies Program, and while he currently teaches courses within the Political Science and Comparative Literature departments, he seeks to re-engage with the AMS Program and offers ideas for the program's future.

"I think American Studies has great lessons to teach us. My 'Great Books' class, CPL 212: Great Ideas, The Individual and Society, looks at Moby Dick—the greatest of all American novels by far, by leaps and bounds. Its author, Melville, is trying to come to terms with what this great august, horrible, blasphemous, prophetic story called Amer-

Faculty Profile: Professor James Block

ica is; I've always been interested in that question."

In addition to his 'Great Books' class (which cross lists with **PSC 338: Politics and Literature**), Dr. Block also taught **PSC 330: American Political Thought** this quarter. American Studies students, particularly those concentrating or interested in Politics and Institutions, should strongly consider taking his fall quarter class **PSC 236: Legitimacy and Crisis**. His courses delve into questions surrounding political theory and the bonds, assumptions, and ties that hold communities together.

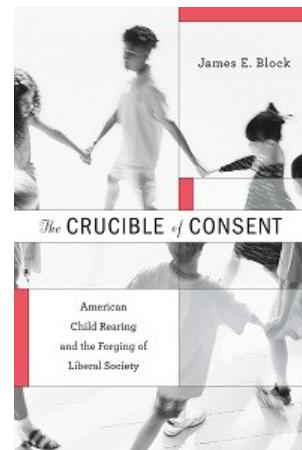
"I've always been interested in looking at political theories not in terms of institutions or values. I'm not talking about those, but I'm really interested in the psychological project, the psychological foundations of group life and in particular the American Experience. It's always been at the very center of my interests."

Not only do Dr. Block's courses transcend disciplinary divides between departments such as Political Science and Comparative Literature, but they also appear in the University's Honors Program and reflect his philosophical interests. He teaches **HON 105: Philosophical Inquiry**, for example, and will teach a senior seminar, **HON 350: Childhood in American Culture**, this fall. His Childhood in America, or 'War on the Kids,' course translates questions relevant to his own research inquiries, which he explores in his book, *The Crucible of Consent: American Child-Rearing and Forging of a Liberal Society*. This second volume builds on the argument of his first volume, *A Nation of Agents: The American Path to a Modern Self and Society*. The first volume asserts that America was not a society founded on principles of freedom, but rather an agency nation composed of agents who saw themselves as subject to divine will. Dr. Block's second volume in turn asks, "If the United States was a nation of agents and not a free society, then how did it create this nation of agents?"

"It is one thing to say you're an agent but another for a nation to create citizens who were agents...the United States created citizens who were agents and who recreated the process of child rearing into a much more energized, empowered, dynamic, educational system that transformed the relational system between child and parent and gave children role



[I'm very committed to the idea of asking holistic questions about holistic subjects. So for me American Studies is not to tell me what American Studies is—it's to ask the questions that are peculiar to what America is or might be]



Professor James Block, *continued*

and scope in ways which had never existed before, producing a very active, agency nation of young citizens who grew up to become the citizens who created this American bohemia."

In concert with his writings about the development of youth in America, Dr. Block travels around the world engaging in youth movements following the manifestation and transformation of young peoples' agency. His travels follow youth movements in Colorado, Washington state, Wisconsin, Chicago and abroad in Europe and South America. Coming out of a generation where youth acted as a major social force, Block sees generational conflict as a fundamental asset in American History.

"I believe very strongly in generational cleavages and generational renewal. I believe in generational cleavages, because young people are eager to renew the world that their elders have given them. I'm fascinated by the kind of incipient social movements that young people generate and get involved in. I was part of a youth movement and I can share with them some of what we did and some of the larger patterns in American history and they can share with me what they're doing."

Professor Block indicates the increasing hostility in America towards youth and to youth creativity and energy, as young people make decisions to protect their visions of the world. He speculates that young Americans will have to find means to preserve their dreams "*off the grid and outside the normal structures.*" American Studies and interdisciplinary programs offer a nonconventional space for undergraduates to cultivate their interests and expand their ideas about American culture—qualities relevant to youth movements. Block played an integral role in DePaul's American Studies Program formation, partnering with co-organizers Charles Strain in Religious Studies and Hugh J. Ingrasci in English (both still DePaul professors). Their campaign solicited the efforts of roughly thirty faculty members and created the AMS Program in the late 1980s

"I saw that American Studies was taking off in a lot of places and really was showing a lot of promise as a discipline that synthesized many different ways of thinking about the world, genres, and approaches...disciplines are getting narrower and narrower and more discrete all of the time. I thought American Studies could be a place where people ask very large questions about America and about modernity. I think that young people should always be given the opportunity and space to figure out their own dreams,

their own visions, their own communities, and their own relationships and I thought we needed a program like that."

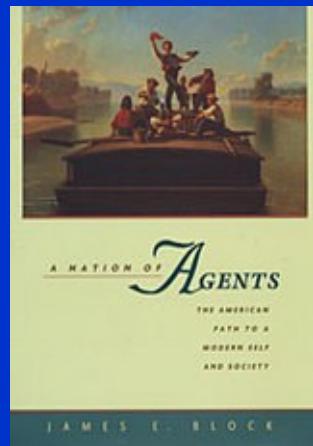
Professor Block helped mobilize the DePaul American Studies Program during a time in American academe when AMS began emerging in university circles across the country. The program has changed over the past twenty-some years and continues to change as new faculty members join the AMS committee and cross-list their courses with American Studies. And Dr. Block challenges AMS students to think about the ways in which AMS can reinvent itself within the changing American social and political landscape.

"I think it can make itself relevant and give itself some urgency, but I think it would have to rethink what role it can serve in the lives of young people. American Studies has to ask, 'What is it that young people are clamoring to know more about in terms of their lives and their times?' I think that American Studies has to imagine again what need it's fulfilling."

Such urgency is not only needed in relationship to American Studies. Dr. Block suggests that America in general must consider its future and the role its youth will play in that future. His forthcoming works gesture towards contemporary American uncertainty. While Dr. Block comments that American Studies faces changes, he also affirms the field's relevance and possible contributions within an increasingly global, interdisciplinary, and culturally expansive world. He believes AMS can appeal to "*some bright, thoughtful, and more adventurous students.*"

Professor Block returns to the AMS Program in a pinnacle moment of transition, as AMS gains a new program director and newsletter editor. The AMS Program thus enters a new era of academic engagement and its leaders will continually look to other departments, programs, faculty members, and courses to help shape its interdisciplinary character. Dr. Block's experiences contextualize the waning and waxing of the AMS program at DePaul, but he is always quick to reiterate the importance of interdisciplinary studies within universities.

"I treasure interdisciplinary programs for opening up students to the way different kinds of subjects, methodologies, and modalities frame pictures of the world or interrogate the world in different ways. That to me is fundamentally exciting."



[I treasure interdisciplinary programs for opening up students to the way different kinds of subjects, methodologies, and modalities frame pictures of the world or interrogate the world in different ways]





Alumnus, Marlene Chojnowski
Class of 2006

American Studies alum and 2006 DePaul graduate Marlene Chojnowski recently uprooted her career as a speech-language pathologist in the States for an opportunity to live abroad in Prague. While in the Czech Republic, Marlene works as a Teacher Trainer and Observer for The Language House and instructs “Teaching English as a Foreign Language” certification courses. She wanted to temporarily relocate to Europe to gain experience and perspective outside of speech pathology’s concentrated field. Marlene’s time at DePaul and in the AMS Program instilled within her a value for interdisciplinary perspectives, and informs her decisions as a multifaceted professional.

Marlene’s career development from a Secondary Education major to an American Studies Major to a Speech Pathologist to a TEFL certification instructor reflects the diverse professional opportunities available to AMS students. Marlene’s journey also serves as a reminder that students come to the AMS Program at different points of their DePaul experience. Marlene joined AMS as a senior and quickly translated her Education coursework to an interdisciplinary degree in American Studies.

“I started off in the College of Education, thinking that I wanted to go on to be a teacher. It wasn’t until my senior year that I switched over to the AMS Program. I knew I was going on to graduate school and I knew that the background in Secondary Education wasn’t going to be as meaningful in the area I was studying once I went to graduate school.”

Alumni Profile: Marlene Chojnowski

The College of Education required Marlene to take thirteen courses within three focus areas. Marlene intended on teaching in the social sciences, and selected courses from the History, Sociology, and Economics departments. After her decision to transfer out of the education program, she wanted to develop her social science interests but didn’t have enough credit hours in other departments to efficiently complete her degree. A combination of history, sociology, and economics courses, however, reflects the coursework of many AMS students, and drew Marlene to the AMS Program. The AMS Program helped Marlene complete her B.A. quickly and economically despite her status as a fourth year student.

After completing her degree, Marlene pursued graduate school and transitioned into the field of Speech Pathology. Marlene was admitted to Northwestern University’s speech pathology program and became increasingly interested in traumatic brain injuries and right hemisphere disorders.

“I switched over to speech pathology, because of a course I took at DePaul about special education. I was really drawn to the area of communication disorders, but I didn’t know how much the field entails. I thought a speech pathologist was someone who works in schools with children who cannot say their “r’s” or that stutter, but the field had much more to offer than I first expected.”

Marlene’s time in graduate school fully immersed her in speech pathology studies with a focus in neurological disorders. She identifies a stark difference between her time at Northwestern and her years at DePaul. Graduate school necessitated an intense academic specialization that contrasted with her undergraduate liberal arts education. Marlene appreciates DePaul’s diverse liberal arts requirements and claims DePaul challenged her to take a variety of courses.

“Northwestern was speech pathology twenty-four hours a day. There wasn’t a part of the



[Through the American Studies Program and through the other classes that I took, I was exposed to many philosophies and ideas. I’m glad that I went to a school that promoted not just focusing in on your major]



Marlene Chojnowski, *continued*

program that encapsulated the rest of the world. I was just so focused on speech pathology, and that's what I went on to do for the next six years. I loved it and I still love the profession, but it's one of the reasons that I'm here in Prague, because I needed to get out of the speech pathology 'bubble'. DePaul made sure that from our freshmen year we took a plethora of classes outside of our main area of study. Through the American Studies Program and through the other classes that I took, I was exposed to many philosophies and ideas. I'm glad that I went to a school that promoted not just focusing in on your major."

DePaul also offered Marlene an array of extra-curricular opportunities. Marlene joined the Delta Zeta sorority during her sophomore year and went on to serve as the organization's academic and social programming chairs. Joining DePaul's Greek life allowed her to network with Chicago's commercial and philanthropic organizations, while partnering with other groups on-campus; meeting more people also helped her to "explore more of the city."

After graduate school Marlene went on to a full-time position in California working for a private facility treating adults with traumatic brain injuries. "I felt that I got everything that I could professionally from the clinic, but personally I felt very empty." After two and a half years working in the valley for the clinic, Marlene started looking for new opportunities when a position on a new traumatic brain injury program opened up on the East coast. "I thought that would be a good experience—to be a part of a team that was starting something new." Marlene moved to Baltimore and lived in the city for the next three years before relocating to her current position in Prague.

"I fell in love with Prague. My solution was to leave Baltimore for a year or so and come here and do something where I could not only make a living, but also pursue something related to speech pathology. There's a clinic here that I volunteer at two to three times a month, and I've spoken at the National Theater on the topic of brain injury. I've been able to keep my toes wet, but that's not what I'm doing forty hours a week."

The Language House position includes a week-long vacation every four weeks, allow-

ing Marlene to travel throughout Europe—recently to Italy! Marlene works within a TEFL certification program for individuals looking to teach English. She oversees grammar, reading, phonetics, and phonology seminars and observes evening classes and lesson plans taught to the Czech community. "It's a lot of fun. It brings out parts of my personality that maybe were quieted over the last six or seven years working with medicine in hospitals." While Prague is a beautiful city, Marlene would like to return to speech pathology. Her prospective employment brings her journey full-circle as she looks for a position in the Midwest. The full extent of her travels and interests demonstrates Marlene's interdisciplinary perspective.

"Socially we are putting a lot of limitations on ourselves when we are hyper-focused on a single area of study. Of course it's great to become a professional in one area because the world tells us to be our best, but you lose opportunities to learn how to do other activities or integrate with other cultures. As we age it gets increasingly challenging as people get into ruts—bubbles—and it can be hard to see outside of that. I think that having more of an interdisciplinary life is much more meaningful, because it increases the extent of your human interaction."

Interdisciplinary lifestyles, such as Marlene's, are characteristic of American Studies students. AMS alumni pursue a diverse spectrum of career paths from law school to speech pathology. Moreover, AMS students are curious about the world and often less inhibited about following different professional paths. Marlene adapted her academic interests during her undergraduate career and continued to meet her changing professional and personal needs after graduate school. She advises current AMS students to keep attuned to who they are and the potential their degree offers:

"When I was at DePaul I was curious about what people do with this degree in American Studies... Decide to be your best, because at the end of the day whatever field you go into or whatever job you choose people are going to want the best, so you might as well be you."



[Decide to be your best, because at the end of the day whatever field you go into or whatever job you choose they're going to want the best, so you might as well be you]



American Studies Program Announcements

Spring 2014: AMS Luncheon

The AMS Program celebrated its annual Spring Luncheon this May with no shortage of food, friends, and Sweet Mandy B's cupcakes. During the luncheon, AMS faculty and staff recognized the 2014 AMS Outstanding Senior and deCordova Writing Award winners. Congratulations to this year's Outstanding AMS senior, Caelin Niehoff, and to our deCordova winners: Caelin Niehoff for her paper, **"Picture Windows: American Housewives and the Architecture of Agency in Mid-Century Suburbs,"** and an Honorable Mention to Clelia Sweeney for her paper, **"White Male Revenge Fantasy: An Examination of Privilege in Dexter."**



Guest Lecturer: Dr. Christina Simmons

This spring the AMS Program welcomed guest speaker Dr. Christina Simmons from the University of Windsor, Canada. Dr. Simmons is an expert in marriage and sexuality in the U.S. and Canada, and author of the book, *Making Marriage Modern: Women's Sexuality from the Progressive Era to World War II*. The program co-sponsored the talk with the Women and Gender Studies and History departments. We kept her busy: Dr. Simmons presented in both the **AMS 276: The History of Sex in America** course and professor Jaime Hovey's LSP 200 class on marriage in America before her public evening lecture about young, female African-American dating practices in 1940s Virginia, entitled, "A Romantic Advisor for African-Americans: 'Naomi of the Norfolk Journal and Guide.'" Dr. Simmons impressed our students with her nuanced understanding of gendered social roles and sexual practices during this period and we were very fortunate to have her visit with us.

Farewell from your AMS Newsletter Editor

This will be my final quarter serving as the AMS Newsletter Editor. My time as editor fostered relationship with AMS faculty, students, and alumni, and I would like to thank Allison McCracken for her wisdom and oversight. The newsletter served as a catalyst for new conversations and ideas within the program and played a pivotal role in my personal and academic development. In many ways, the newsletter allows AMS students to exercise their writing and interview skills—assets that I believe contributed to my success at DePaul. Thank you, again, to the AMS faculty and staff. You tirelessly supported and nurtured my ambitions throughout my DePaul career.



AMS Alumni News

Congratulations to Bristol Cave-Lacoste ('12) on her acceptance to the University of California, Santa Cruz's History Ph.D. Program and to Cormac Malloy ('09) on his admittance to the American University's Masters of Public Policy, School of Public Affairs. Recent graduate Bristol served as the AMS Newsletter Editor. Before applying to graduate school, Cormac served in the Peace Corps in Uganda. Both Bristol and Cormac were profiled in our Fall 2012 edition of the AMS Newsletter.



AMS Newsletter Produced/Edited
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