

DePaul American Studies

Fall 2013 Newsletter



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Fall 2013

Newsletter Produced by:

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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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A Letter From the AMS Program Director, Allison McCracken

Welcome to a new academic year and lots of American Studies news!

There have been some big changes to the American Studies Program this year. Our cross-college Program Committee added three wonderful new members; two are from the College of Communication, and their classes have been popular with American Studies students for a number of years: **Dr. Paul Booth**, Assistant Professor of Media and Cinema Studies (profiled in our Spring 2012 newsletter), and **Dr. Barb Willard**, Associate Professor of Intercultural Communication. Assistant **Professor Marcy Dinius** comes from the English Department and is relatively new to DePaul, but her courses in nineteenth-century print culture and African-American literature are sure to be popular new additions in American Studies.

We have also had some departures this year: our treasured Administrative Assistant, **Marilee Kinsella**, moved across the country (!) Fortunately, her job has been filled by the enormously capable and enthusiastic **Nancy Liefker** (profiled on the back page), who comes to us from Accounts Payable in the Loop. Nancy is already proving to be an invaluable part of the program, and she is ably assisted by returning Student Assistant **Angela Chigazola**. The Program has seen one other, less dramatic shift: after many years directing and co-directing the American Studies Program, **Dr. John Burton** has shifted his primary affiliation to the History Department, although, happily for AMS, he remains a guiding force of the Program Committee.

Thus, **Allison McCracken** (me) remains as sole Director of the American Studies Program for the 2013-2014 academic year, and I am thrilled that AMS senior **Caelin Niehoff** remains as our newsletter editor for a second year. Caelin was recently named the 2013 Lincoln Academy Student Laureate, which identifies one outstanding senior from each participating Illinois school (see above photo). This award recognizes academic, co-curricular, and community service work. Caelin was asked to speak on behalf of all of the Student Laureates during a ceremony on November 2nd (<http://www3.illinois.gov/PressReleases/ShowPressRelease.cfm?SubjectID=1&RecNum=11658>). She was awarded a medal and a sizeable cash prize from the Lincoln Academy. Congratulations, Caelin! Well deserved!

Our first big event of the year recently took place: the Senior Seminar Presentations and Banquet. This year, we had four graduating seniors present on various aspects of American cultural history, and many family members, friends, and faculty were in attendance to provide support and feedback. We were again able to end the evening with a marvelous dinner with seniors and their families at Café Ba Ba Reeba restaurant on Halsted. Nancy Liefker and Angela Chigazola organized the dinner and helped present swag bags to our graduating seniors. More photos of this wonderful event as well as presentation names and titles can be found on the backpage of this newsletter.

The three profiles in this fall's newsletter indicate the rich variety of interests and strong intellectual and social commitments of our students, alumni, and faculty. Our faculty profile is Associate Professor of Anthropology **Jane Baxter**,



Caelin Niehoff at the Governor's Executive Mansion, Springfield, IL

whose courses in material culture and archeology have always been favorites of American Studies students. Dr. Baxter eloquently testifies to the way in which intellectual labor about the past can have a significant impact on improving the lives of people in the present. Recent alumni **Laurie LaMarca** also shares this sentiment, and notes how her interdisciplinary training in American Studies helped inform her work this past year with AmeriCorps in understanding and addressing the needs of Chicago's poorest citizens. American Studies senior Molly Clark also drew on her American Studies background to help navigate and get the most out of her recent semester abroad in Greece; her current senior project examines the multinational corporation that owns Dove beauty products and its attempts to improve the self-esteem of teenage girls locally as well as globally.

I also have some sad news to pass on. American Studies student, department student assistant, and our first Newsletter Editor (2008-2009) and Student Representative, **James Edward Wilson**, died on Oct. 19, 2013. James was a top student in the AMS Program for two years (concentrating in Popular Culture and Media Studies), as well as a Double Major with Women's and Gender Studies, and a minor in LGQ Studies. Before the illness that resulted in his withdrawal before graduation, James was known for being one of the most enthusiastic cheerleaders of the AMS Program. The Program benefited in so many ways from his wit, engagement, energy, and fine analytical mind. James and I developed the format of the American Studies newsletter together and he worked tirelessly as its editor for four issues, interviewing key American Studies faculty and affiliates, including Dr. John Burton, Dr. Tom Foster, and Dr. Amy Tyson.

As Student Representative, he began and maintained our Facebook sites. As student assistant for the program, he helped the Program run everyday for more than two years. In the classroom, I always admired James' seriousness of purpose and, often, his bravery in consistently critiquing social injustice as he perceived it, even when that meant challenging other students in a direct way. I attended James's wake, where his mother told me that his years at DePaul were the happiest of his life. She reminded me of how much what we do here matters, and how fortunate we are to have this community. James will be missed.



**Student Profile:
Molly Clark, Class of 2014**

Graduating American Studies senior, Molly Clark, often experiences an anxiety shared by many AMS students: articulating what exactly AMS *is* to strangers. It's a challenge that usually results in a long winded answer that more or less elicits the response, "so... it's like American history?" Traveling abroad in Greece, in particular, Clark found the essence of AMS lost in translation. But the very fact that AMS majors need to explain themselves can be beneficial. Job interviews, graduate school applications, and professional conversations each necessitate the ability to describe not only ourselves, but also our passions and ideas.

Having an interdisciplinary background is important, because obviously the world is not so compartmentalized. Even in math classes that I've taken I've been able to relate concepts back to something that I learned in an American Studies class—which you wouldn't think would happen, but it's important nonetheless.

Clark came to the American Studies Program after a recommendation from her Honors advisor, **Professor Nancy Grossman**. Her first AMS course was **AMS 215: the American Experience III** with **Professor Amy Tyson**. After Dr. Tyson's class, Clark declared a **Social and Literary Movements** concentration, and since then has taken a vari-

American Studies Student Profile: Molly Clark

ety of courses in and outside of the major. You could say her fall quarter is overflowing with AMS courses. Her schedule includes **AMS 301: Senior Seminar** with **Professor Amy Tyson**, **AMS 276: History of Sex in America 2: Late Victorians to the Present** with **Professor Allison McCracken**, and **AMS 220: American Buddhisms: Race and Religious Diversity** with **Professor Lori Pierce**. Clark appreciates the flexibility of the program, because it allows her to take a range of courses that fit her concentration, such as literary journalism and nonfiction writing. She recommends AMS majors utilize the opportunity to take courses in other departments. Her experience in **WGS 212: Growing up Female in the U.S.** with **Professor Sandra Jackson**, for example, was both surprising and rewarding.

*When I think back to conversations I've had with friends and acquaintances who have taken WGS introductory classes, some of them felt overloaded with theoretical concepts, and didn't see how the subject pertained to day-to-day life. They didn't feel that the subject was particularly accessible, which is unfortunate because sexism and gender inequality is still so prevalent today and needs to be discussed more. **Growing up Female in the U.S.** put forth a lot of the issues that Women and Gender Studies programs get at without being too heavy handed. **Professor Sandra Jackson** made this material accessible to those of us who weren't necessarily familiar with feminist theory. She used popular culture and literature to examine how topics including gender, class, and race inequality are still highly visible in the United States. I think it would be a good class for anyone to take, even if it's not your major or a topic that you're usually interested in. It's a good class and I learned a lot from it.*

Professor Amy Tyson's courses are



[Having an interdisciplinary background is important, because obviously the world is not so compartmentalized]



Molly and a furry friend in Epidaurus, Greece

Molly Clark, *continued*

among Clark's favorites. In addition to the **AMS 215** course and senior seminar, Clark participated in Dr. Tyson's **HST 396: Oral History Project**, while working towards a minor in history. The Oral History Project required students to conduct, transcribe, and audit formal interviews. Experiential in nature, it prepared Clark for other undergraduate experiences like study abroad—she spent two quarters in Athens, Greece.

I had a lot of freedom in Greece with the classes I could take. I took a class about the Greek Orthodox Church, and a class about the United States in the Middle East. I definitely learned a lot. It was interesting to learn about political dynamics from the Greek perspective. I did a lot of traveling, and my program had school sponsored trips. I visited Istanbul, the Greek islands, and a variety of cities. I got to meet the American Ambassador to Greece and heard him speak on several occasions. When I met him he talked up careers in Foreign Service which involve a lot of traveling, but you usually stay in a location for two or three years. I don't know if it's something I'd necessarily want to do for forever, but it's definitely something that I'm interested in.

This fall is Clark's first quarter at DePaul since her whirlwind travels abroad. She juggles her time between multiple jobs, including being a DePaul University Housing Services Lead Desk Receptionist and Lucky Brand Sales Associate. All the while, Clark has been developing her American Studies senior thesis, which examines the corporate "mission" of the Dove Campaign for Real Beauty. Clark presented her thesis, *Selling Self-Esteem: The Corporation as Community in Dove's Campaign for Real Beauty*, alongside three graduating seniors from the American Studies Program at the AMS Senior Presentations event on November 14th.

I'm using the Dove Campaign for Real Beauty to examine how some corporations have taken on prominent roles in local communities. Over the past ten years, Dove and its parent company, Unilever, have adopted a "social mission" to improve the self-esteem of women and young girls through advertisements, after school programs, and partnerships with local community organizations. Despite this, one cannot ignore the fact that these companies primarily exist to sell products to these same consumers. One of the main purposes of my project, therefore, is to understand the growing role of the corporation in shaping Americans' identities as consumer.

The American Studies capstone requires that students integrate at least two different methodologies into their thesis analysis. AMS students encounter interdisciplinary methods in their preliminary sequence courses (211-213-215), so by the time they reach **AMS 301: Senior Seminar** interdisciplinary language is a part of their tool kit. Clark's thesis utilizes interdisciplinary methods, by drawing together analysis of marketing, advertisement, gender roles, consumer identity, and a variety of social discourses.

American Studies allows students like Clark ownership and autonomy in their undergraduate experience. Meanwhile, they have the freedom to explore their interests—many and multiple.

I like that the American Studies Program is interdisciplinary. I wasn't really sure what I wanted to do with my undergraduate major, and the AMS major allows me to take different classes and explore different topics that I'm interested in. I like that there's a lot of flexibility, that's probably my favorite part.



Molly abroad in Prague, Czech Republic

[I wasn't really sure what I wanted to do with my undergraduate major, and the AMS major allows me to take different classes and explore different topics that I'm interested in]



Molly at the Acropolis in Athens, Greece



**Professor Jane Baxter:
DePaul College of LA&SS since 2000**

*The world has not always looked the way that it is. Associate Professor and former Anthropology Department Chair and American Studies Program Committee Faculty member, Jane Baxter, has investigated the world's unseen past since she was fifteen years old. During her adolescence, she attended a variety of archaeology summer camps including five weeks studying period rock art with the Shoshone Native American tribe in Wyoming. She describes her experiences as a teenager at the Center for American Archaeology in Kampsville, Illinois: *You couldn't get me out of the lab at night. I can remember skipping dinner and getting a root beer float from the ice cream stand so that I could glue more pottery together.**

Dr. Baxter encountered American history at a young age living in Massachusetts. Her mother taught middle school history and her father, a high school teacher, taught in the sciences. As a result she spent much of her childhood touring northeastern historic sites. She remained on the east coast for her undergraduate career, but moved from her small hometown to bustling Boston to attend Boston University. After double majoring in both Anthropology and Archaeology with a minor in Geology, Dr. Baxter immediately went on to complete her M.A. and Ph.D. at the University of Michigan, Ann Arbor.

Archaeological interests and her professional trajectory brought Dr. Baxter to

Faculty Profile: Professor Jane Baxter

DePaul University in 2000 and to the American Studies Program a year later in 2001. She came to DePaul to develop the Archaeology field school. Since then, Dr. Baxter has taught a variety of courses, from first year Discover and Explore Chicago and focal point classes, to study abroad and roughly fifteen different upper division seminars. She taught the AMS 370 course, **Material Culture of Modern America**, this past spring after a hiatus of four years. *As a result, I was able to rethink it and come up with new ideas and things that I hadn't thought of before. I tend to try and keep things really fresh.* In addition to reinventing her courses, Dr. Baxter also stays at the forefront of academia. She attends conferences around the globe, including an upcoming conference in Edinburgh, and has published about twenty peer reviewed articles.

Archaeology's ability to narrate the lives of those who cannot speak for themselves motivates Dr. Baxter's research. Her interests in children's material culture and the archaeology of labor reflect her investment in often voiceless communities. *I've always been interested in how archaeology can tell stories that can't otherwise be told. I've always been very motivated by the idea of adding people's voices to the past, no matter who they are.*

Dr. Baxter connects evidence unearthed at archaeological sites with what she describes as the archaeology of the "now". In this way, she sees her work impacting the lives of individuals in the present, as well as their sense of the past. She works with communities who otherwise wouldn't have the resources to discover their heritage. *I really like doing archaeology that matters to current communities.* She is active in the Pullman community, for example, examining the neighborhood's roots in American labor history. Beyond Pullman, she and DePaul's archaeology field school have actively worked at the Field Museum and with Old Edgebrook communities in Chicago.



Dr. Baxter working in the Chicago Pullman community

[I've always been motivated by the idea of adding people's voices to the past, no matter who they are]



Dr. Baxter and Dr. Burton working in Chicago's Pullman Community

Professor Jane Baxter, *continued*

Internationally, her academic endeavors have engaged groups interested in history and the environment in the Bahamas for many years, where she collects evidence and offers historic perspectives.

I have looked at the migrant labor issue in the Bahamas around lumber camps. Right now, the Bahamas are trying to create lumbering policies, while managing limited but critical resources. I've collected documents in London, and I'm going to look archaeologically at earlier attempts to manage labor and resources. I'm going to be able to give a historical perspective on resources management that can then be used to inform contemporary conversations.

When thinking about DePaul's heritage as an institution, Dr. Baxter identified the consistency of the university's undergraduate, educational values. She credits DePaul with both the freedom and the support she's received in the classroom, and appreciates the relationships she has been able to build with students as a result of small class sizes. *I think that teaching is about creating experiences in and outside of the classroom for students to learn. I try and facilitate moments for students to learn and then help them process the fact that they just learned something...if you don't own your own learning then it's not going to stick with you.*

Dr. Baxter identifies several specific qualities she believes American Studies students bring with them to the classroom environment. She admires their learning agility and willingness to engage multiple (and often new) methodologies. AMS students aren't concerned about unfamiliarity. By the time AMS students enroll in Dr. Baxter's upper division courses—like **ANT: 390 Archaeology of Death** (cross-listed with AMS in Spring 2014)—they've already learned to exercise interdisciplinary practices.

In American Studies, you get to be a big interdisciplinary thinker. No matter what it is you go and do, the ability to pull together ideas and have different ways of trying to consume and organize information and understand infor-

mation just makes you so much more interesting and I mean that in the best possible way. I think it makes you valued in any endeavor, because it means you're going to have that "think outside of the box" ability. AMS students have the sensibility that good ideas can come from anywhere. There's an incredible flexibility and adaptability that I think AMS gives people in terms of being a critical thinker. AMS students are able to ask the right kinds of questions about new approaches to learning. It's an intellectual alacrity that I think a lot of students don't have.

Interdisciplinary engagement is something Dr. Baxter craves in her own learning processes. She considers herself a perennial student and appreciates the humility interdisciplinary perspectives offer.

Being interdisciplinary is indulging in terms of teaching and in terms of the conversations that I have with faculty. The American Studies Program is a place in the university where I feel like I've been able to keep learning and I really appreciate that, because it's so easy to become stagnant or take things for granted. With AMS you can engage other ideas and other kinds of sources and begin to pull things together.

Dr. Baxter and I concluded our interview reflecting on lifelong learning. She continues to have ambitious writing and research goals. Her ability to bring together experiences and ideas from Anthropology, Archaeology, and the history of America's material culture makes her an incredibly valuable member of the American Studies community. AMS students interested in, or currently concentrating in **Material Culture and the Built Environment** should make her courses central, but they will prove equally fascinating to students in other concentrations as well. As someone who engages physical evidence of the past, Dr. Baxter has to constantly question herself: *What is my current sense of knowing keeping me from knowing?* This sentiment holds true for students of AMS as well: trying not to be too assured that when one has it all done, one in fact has it *all* done." --Gene Wise, "Axioms for American Studies." 1979



Dr. Baxter (far right) visiting looted Archaeological sites in Jordan

[AMS Students have the sensibility that good ideas can come from anywhere]



Dr. Baxter taking field notes in the Bahamas



**Alumnus, Laurie LaMarca
Class of 2012**

2012 graduate of the American Studies Program, Laurie LaMarca, completed her first year out of college with AmeriCorps, a popular service organization among American Studies graduates. Giving a year of service to the national program, Laurie remained in Chicago, working with Humboldt Park communities. She hadn't always had her sights set on volunteer work, but her American Studies degree nevertheless prepared her for her time with AmeriCorps—an experience that has fundamentally altered her career ambitions.

I wanted to teach history, but then I started meeting people within the Chicago community and started hearing their stories of poverty and discrimination and I realized that I didn't have to necessarily become a teacher in order to make an impact or help the community.

The AmeriCorps program offers U.S. citizens who are at least 17 years old compensation in exchange for a year committed to intensive community service. Corps members can work full or part-time. Full-time members are eligible for living stipends and healthcare as well as the Segal AmeriCorps Education Award. The Education Award acts as an incentive for AmeriCorps alumni to continue postsecondary education and currently matches the maximum amount offered to Pell Grant recipients (roughly \$5,000 per year as of 2012). LaMarca spent her year of service at Association House of Chicago. While working at Association House, she fostered human relationships and found purpose in helping others. The stories and personalities of the people she met often surprised her.

There was a woman with two adorable daughters. At first, she came to visit me for help navigating the Illinois Action for Children

program so that her kids could attend subsidized daycare while she studied for her G.E.D. at our agency. Once daycare was in place, she was so grateful to have the chance to study because early motherhood and an emotionally abusive partner had kept her somewhat isolated and at home. To share her excitement, she would visit me weekly to tell me about her G.E.D. progress. Eventually, she started articulating her dreams of going to college to study Music or English literature. It was so interesting to hear all about her life and the delicate balance of school, motherhood, finances, and her search for independence. Even though I've finished my AmeriCorps position, we still chat via email once a month or so. You never know what kind of beautiful personalities and dreams surround you even in the most disinvested neighborhoods of Chicago.

LaMarca's AmeriCorps responsibilities focused on public benefits. She didn't initially know what "public benefits" entailed, but she described it to me as a bureaucratic term for welfare. *I worked with individuals in the community who couldn't afford food or health services or clothing, and we made plans to help them apply for those things.* She described her experience with AmeriCorps as a manifestation of the skillsets she developed while completing her American Studies degree. Her understanding of historiographic and ethnographic methodologies, in particular, allowed her to critically examine her work environment.

It was like I was living the history. I used the same methodologies from American Studies and applied them to my work. In the classroom we might conduct oral interviews, get stories of individuals who came to this country, and then analyze the interviews...At AmeriCorps I could ask someone to give me an oral interview and then analyze the social aspects of their story and see how that reflects the community. A lot of it has to do with race, gender, and immigration – all of which are tied into American Studies. I feel like the major really prepared me for analyzing communities in the now.

Much like her interest in community service, LaMarca came to American Studies after a period of exploration. She began her DePaul

Alumni Profile: Laurie LaMarca



[It was like I was living the history. I used the same methodologies from American Studies and applied them to my work]



LaMarca (right) and a fellow DePaul student attend the 2012 graduation ceremonies

Laurie LaMarca, *continued*

career with an undeclared major and was advised by Honors Program advisor, **Nancy Grossman**, to try her hand at American Studies. **Professor John Burton's AMS 200: Introduction to American Social History and Culture** proved to be a captivating introduction to the Program. *In high school, history classes were very much about memorizing facts, but Professor Burton's class was more in depth—fuller. So I fell in love with it.* She concentrated in **Social and Literary Movements** as she progressed through the degree. The concentration was broad and allowed her to study a variety of topics, while also appealing to her personal and literary interests: *I like to read; I read a lot of classics such as Dracula, Frankenstein, and The Metamorphosis.* American novels lining her bookshelf include *Walden*, *The Great Gatsby*, *The Jungle*, *Treasure Island*, *Uncle Tom's Cabin*, *Mary Barton*, and *Devil in the White City*. At the top of her list of favorite reads—*The Awakening* by Kate Chopin and Gabriel García Márquez's *100 Years of Solitude*.

Looking back at her time in American Studies, LaMarca appreciates the department's attention to developing methodological skills in its course sequences. She remembers time spent in **AMS 211: American Experience I**, **AMS 213: American Experience II**, and **AMS 215: American Experience III** and she credits the program's small cohort of professors like **Professor Allison McCracken** and **Professor Lori Pierce** for the personalized attention she received.

I liked the small community. I had the same couple of professors for each class, so I felt like there was more attention to development... I liked the structure, because I knew exactly how I was being developed as a scholar.

The American Studies capstone course (**AMS 301: Senior Seminar**) with **Professor Allison McCracken** provided a useful synthesis of her undergraduate experience. Her thesis—"Untangling the Jungle: How Meat Sanitation Usurped Worker Rights in the Public Memory of Upton Sinclair's *The Jungle* (1906)"—discussed the social context of Upton Sinclair's *The Jungle*.

Regarding the public reaction to his book The Jungle, Upton Sinclair said, I aimed for the public's heart, but by accident I hit it in the stomach." In other words, his intention with The Jungle was to create awareness of class oppression in an

industrializing nation, but the main reaction and legislation was largely based on sanitation of the packing industry. I explored how the media marginalized Sinclair's central message of class inequality and worker exploitation by 1) sensationalizing the meat sanitation issue, 2) being ambiguous or dismissive of class oppression, and 3) marginalizing working-class voices.

LaMarca's thesis went on to win an Honorable Mention in the 2012 **Richard deCordova Award** writing competition. LaMarca advises current American Studies seniors pursuing a capstone project to take advantage of the department's resources and turn to faculty for support.

I think the capstone really brought in all of my studies. I thought, "This is where American Studies has taken me. This is what I can produce." I'm pretty proud of that project. It wasn't perfect, but it's an undergraduate project. If I could revisit it I could probably develop it further. I had all of our professors there as resources and guides and I think that really helped me develop the project. Don't get lost. Ask for help.

After completing her thesis and senior year in the program, LaMarca, like many graduates, didn't have an immediate or specialized plan. A year of service work gave her the time to develop new interests in social work and devise goals for graduate school. She recently began a dual Master's program in **Social Justice and Community Development** and **Social Work** at Loyola University of Chicago. Her first year of graduate school will be dedicated to general studies. Her second year will be a time to specialize in either clinical social work—working one on one with individuals and families—or program development and leadership. Both, she claims, are areas she could see herself pursuing. Her experiences as an alumnus remind American Studies students of the importance and applicability of their studies to help address "real-world" problems.

I believe interdisciplinary studies helps you become more well-rounded...it gives you a broader view of the world so that you become a fuller and more cohesive person...In general, some people might think that American Studies doesn't offer practical skills for the real world, but don't let people convince you of that. You can always find something that not only will pay the bills, but also fulfills you. So keep your hopes up and keep looking.



LaMarca on an American road trip

[You can always find something that not only will pay the bills, but also fulfills you]



LaMarca working on a Community Gardening project in Humboldt Park during her AmeriCorps term

American Studies Program Announcements

AMS Senior Presentations & Banquet, November 14, 2013

Molly Clark: *Selling Self-Esteem: The Corporation as Community in Dove's Campaign for Real Beauty*

Amanda Nordin: *Everything New is Old: Art Deco Fashions for a New Generation*

Mike Greiner: *The Revolution Will (Not) Be Commercialized: How Marketing Has Shaped Hip-Hop's Image*

Caelin Niehoff: *Through the Picture Window: The Female Gaze in American, Mid-Century Suburbs*



A Warm Welcome: Nancy Leifker

The American Studies Program welcomes its newest staff member, **Nancy Leifker**. Nancy joined AMS as the new **Program Assistant** in July. But Nancy is not new to DePaul—this will be her sixth year with the University. She comes to the AMS Program from Accounts Payable in the Loop.

As the AMS Program Assistant, Nancy monitors the program's financial activity, orders supplies, and frequently contacts students with program updates. She has helped organize several AMS events this quarter including the Open House luncheon and the **Senior Banquet** dinner at Café Ba Ba Reeba.

A Chicago native, Nancy resides in the suburbs of Oaklawn on Chicago's Southside. She describes herself as humorous and as a hard worker. American Studies students currently concentrating in **Popular Culture and Media Studies** might be interested to know that Nancy's favorite television show at the moment is *Scandal*.

How does Nancy like American Studies? Nancy describes American Studies students as extremely personable. She also appreciates the academic diversity of the AMS Program Committee: *There's faculty on the programming committee from all over the university which I think is good—you're bringing different mindsets into the Program.*

Where can you find Nancy? American Studies students can come to Nancy if they're looking for AMS Director **Allison McCracken**, or if they have questions about the program. Her office is located on the fifth floor of the **Schmitt Academic Center** in room **556**, or you can email her at NLEIFKER@depaul.edu.



In Memory of James Edward Wilson, 1989-2013



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