
Humanities

Position #60; Katie Batza

Mentor name: Katie Batza, Women, Gender, and Sexuality Studies

Job/project title: HIV/AIDS Historical Archives Research Assistant

Project description:

I am working on a book that examines the medical, political, and social responses to the HIV/AIDS crisis in the Heartland region (Kansas, Nebraska, Iowa, and Missouri) from 1981-1996. The purpose of the project is to explore the ways that the experiences within the Heartland shaped national AIDS policy and Lesbian, Gay, Bisexual, Trans*, and Queer (LGBTQ) political goals in the late twentieth century. The Emerging Scholar will help find primary archival sources for this project by reading through local newspapers from within the heartland region, and then scanning and cataloging all HIV/AIDS related stories. These newspaper articles will be a major evidence source for the book.

Potential student tasks and responsibilities:

Potential tasks and responsibilities include: receiving training from the library staff on how to work with historical periodicals and on how to scan and catalog documents using the bibliographic program Endnote. With this training in place, the student will then begin methodically reading through the wide array of regional newspapers held at the Watson Library from cities and small towns throughout Kansas, Nebraska, Missouri, and Iowa, identifying, scanning, and cataloging all AIDS related materials. As the student gets more comfortable with this task, there also may be a chance to work within personal and organizational archives held at the Spencer Library on campus.

Student qualifications and characteristics:

This job requires patience and curiosity because it is similar to detective work. The student must also be organized, attentive to detail, and methodical and will receive training to help hone these skills. Interest in HIV/AIDS and/or the LGBTQ community will be very helpful as will an interest either in History or Women, Gender, and Sexuality Studies. We will meet regularly to discuss your findings, progress, and for general supervision and mentoring. Beyond these regular meetings, the scheduling for student work is only confined to the Watson Library hours of operation. I will occasionally join you in the library to work together.

Position #62; Stephen Egbert

Mentor name: Stephen Egbert, Geography and Atmospheric Science

Job/project title: Historical record data specialist

Project description:

This project is part of a long-term effort to transcribe historical records relating to Native American land policy in the late 1800s and early 1900s. The transcribed records will become part of a public online database and will be used in a geographic information system (GIS) to analyze patterns of land holding and family relationships.

Potential student tasks and responsibilities:

Major tasks will include data transcription, entry, and analysis. Using photographs of original handwritten records, the Historical Record Data Specialist will transcribe the handwritten records of land allotments and family relationships into an Excel spreadsheet template in preparation for analysis and linking to an online database.

Student qualifications and characteristics:

Ability to use MS Excel for data entry.

Ability to read and transcribe cursive handwriting.

Job or other experience demonstrating attention to detail.

Availability for weekly team meetings and updates.

Additional comments: An interest or background in Native American history and policy will be a plus.

Position #63; *Maryemma Graham*

Mentor name: Maryemma Graham, English

Job/project title: Transnational Belonging: Race and Writing Beyond the US Borders

Project description:

Following upon my last book, *Mobile and Entangled Americas* (2016), in my next project, I want to develop a new paradigm for exploring American writing. Typically, we look at the expatriate experience (white American writers to England or African American writers to Paris) as the major waves of writing beyond US borders. But my research through the years has identified a much larger pool of writers and writing that operate transnationally, i.e. characterized by multi-positional identities as a result of working/living in and belonging to different geographic locations as well as the way in which writers cross borders in their work. While it is customary to understand that in our global economy, books, ideas, culture, and writers migrate just as capital does, I argue that for different sets of reasons, writers individually or as part of a community of artists, have engaged in a set of transnational practices reflected by their conscious and successful efforts to escape control and domination, oppression and proscription within the US. This transnational belonging is fundamentally different from the way in which expatriates like Henry James and Ezra Pound saw Europe and especially England as places that cultivated the “high arts” and preferred that association. The term “transnational belonging” I use to describe individuals and groups who find comfort in the experience of mobility, who give new meaning to the experience of migration and immigration (continuous or singular) and whose work is constantly questioning totalizing boundaries and essentialist identities. Transnationalism defines their existence just as it accounts for much of their cultural production. Often the central factor is race (a socially constructed identity applied to one group in relation to another) or racism (a set of practices, historically protected by law, that separates and maintains power and privilege of one group by denying the same to another). For more than three decades, we have been collecting and mapping writing beyond US borders as part of our recovery work at the Project on the History of Black Writing. As we begin to make this work more digitally available, my task as a scholar is to develop a body of critical work that helps to inform how we read and understand those works from transnational writers. Conventional readings of black or white literature no longer hold for us. For example, interpreting Langston Hughes through his experiences in China allows us to look at his work in relationship to Lu Hsun, his contemporary in China. Hughes lived comfortably in the French and Spanish speaking countries (where he served as a major translator of works into English) but he also traveled to Russia. Malmö, Sweden was the home of a large community of writers, musicians and artists who lived and worked closely together, all expatriates from the US. So far we have recovered the work of two writers from this community, but are in touch with the families, libraries and repositories housing most of this work that was not published or circulating in the US. The group is distinguished by its

intersectionality and interdisciplinarity: the visual arts, poetry, music and narrative writing operating in tandem. Hawaii, before it became a US state in 1959, also became a place of belonging to several writers from the Midwest, notably Frank Marshall Davis from Arkansas City, Kansas. The US military experience prompted many Americans to remain outside US territories at the end of their tour of duty, keeping their distance from American segregation. There are also writers who migrate to the US, like Edwidge Danticat, for whom the transnational experience is sharply defined. Even for a writer like Toni Morrison, living in Paris for a period of her life --a little known fact--created a sense of belonging out of which her well known work could emerge. While some of these writers are well recognized, many of them did not opt for joint publication in the US and are thus part of the lost legacy that remains to be uncovered and examined.

Potential student tasks and responsibilities:

1. Communicating through phone, email and Skype
2. Finding books in library and on Interlibrary loan.
3. Setting up and monitoring Instagram account
4. Developing historical timelines for individual and groups of writers/artists
5. Developing a database for each writer (biographical information, publications, contacts, etc)
6. Drawing maps

Student qualifications and characteristics:

1. Willingness to spend time in library, internet researching, and web-based resources
2. Experience with spread sheets, power point, social media and Skype
3. Ability to organize information and pays good attention to detail
4. A detective sensibility: looking for and following leads
5. A second language would be a valuable (but not necessary) asset: French, German, Chinese, Japanese, Russian
6. Three hours blocks of time for several days a week.
7. Willingness to travel away from campus if necessary
8. Comfortable talking to strangers on the phone.
9. Willingness to ask questions when something is not understood clearly.
10. Willingness to accept constructive criticism.

Position #65; Rhonda Houser

Mentor name: Rhonda Houser, KU Libraries

Job/project title: Overlaying Historical Maps on a Modern Globe

Project description:

This project involves transforming digital, historical maps into GIS layers and making them available to wider audience. GIS stands for geographic information systems, and is a way to organize and explore geographic information using software and layers of data. Layers represent real-world features such as schools, businesses, tornado paths, soil types, stream networks, and other location-based data (introductory video: www.youtube.com/watch?v=oMUGpOrGf7I).

The work involves georeferencing historical maps of Kansas towns (background: <https://lib.ku.edu/sanborn-maps>). This means using GIS software to place the maps in real geographic space, essentially assigning latitude and longitude.

The job will be mostly hands-on computer work, and will include plenty of training, and regular discussions with a mentor to go over progress, ideas, questions, and so on. Georeferencing and related work are not difficult to perform or understand, once the student gains basic knowledge of the process and software. Some tasks may be repetitive, but each map is interesting and unique.

This project helps document the history of towns and cities in Kansas, and how buildings, roads, and neighborhoods have changed over time and space. The maps are a rich resource for studying and teaching architecture, genealogy, history, urban geography, and more. The student will help make a valuable contribution!

This will be an excellent opportunity for the student to learn about the utility and power of GIS data and software. The field of GIS is growing quickly and these skills are useful in a wide range of areas, from archaeology to ecology to journalism and more. The job will also provide exposure to basic concepts of mapping and geography. Skills learned may be used in other classes, and ultimately in the workplace.

The student will learn best practices in managing digital files that can be immensely helpful in classes and daily life. The student will also learn about the history and layout of Lawrence, as maps cover the older downtown and residential areas.

This early component of the project will help lay groundwork for a larger effort to georeference the statewide collection. We will make the resulting 'GIS-ready' maps, available in formats for GIS users and the general public.

Work location is Watson Library, one of the main campus libraries, likely in the GIS & Data Lab. The student will have a dedicated workspace with a high-power computer to use. The student can work a total of seven hours per week, sometime within Monday-Friday, 8am-6pm.

Potential student tasks and responsibilities:

- Go on field trip to Spencer Research Library to take a gander at original maps
- Search for other similar projects at U.S. universities or historical societies
- Search for articles on georeferencing Sanborn maps
- Go through GIS tutorials to learn the basics of GIS data and software
- Use image editing software to convert original images to smaller size and appropriate format (possibly)
- Use Paint to clip out maps that include multiple / inset maps (possibly)
- Use ArcGIS software to georeference maps

Student qualifications and characteristics:

- Communicates well (verbally and listens), is reliable, diligent and organized
- Interested in maps, GIS, history, historical maps
- Curious and creative; like to learn new things
- Comfortable working with computers, software and digital files
- Has working knowledge of Windows computers
- Able to locate and manipulate digital files (delete, rename, copy, etc.)
- Can do basic tasks in spreadsheet software such as MS Excel, and in word processing software such as MS Word
- Ability to use (or interest in learning) basic image editing software is a big plus
- Persistent and enjoys the challenges and rewards of solving problems, willing to ask for help

Additional comments: Mentor will train and provide continuous feedback and assistance on project, including step-by-step directions.

Position #66; Jonathan Lamb

Mentor name: Jonathan Lamb, English

Job/project title: Digital Search Specialist

Project description:

I am seeking Emerging Scholars to assist me with the digital archival research on my new book project. This project, titled *_Bookish Words_*, uses digital and library archives to explore how the material features of books created a set of conceptual, rhetorical frameworks in early modern England. When writers described the world "in folio," they did so because the folio's size, relative to other formats, had acquired a particular signifying function: the world is large as folios are large. Italic font signified differently than roman; a scientific book bore recognizable qualities that distinguished it from a book of poems. These symbolic values, in turn, supplied writers with a vocabulary of expression, from which arose uses that still have currency today.

Bookish Words shows how the language of the printed book became so firmly installed in the English cultural vocabulary that a great variety of writers could casually use the book as a metaphor. It will reveal how books served early modern writers as both objects and modes of address—as tools for thinking and writing. Each chapter explores how particular physical qualities of the book served as a reservoir of metaphors, concepts, and expressions; together the chapters describe how early modern writers employed the language of the book, and how that language organized human experience. In chapter one, book size serves as an evaluative measure for ideas; the ensuing chapters survey punctuation as a marker of distinction and hierarchy (2), typeface as a sign of religious affiliation (3), title pages as exemplars of deception and false promises (4), prefaces and dedicatory epistles as ways of conceiving of life and death (5), and finally the materials of ink, paper, and binding as metaphors for the practice of writing (6).

Potential student tasks and responsibilities:

Emerging Scholars who work with me will be involved in searching the digital archive for various uses of bookish words and recording those uses in a database. This isn't as easy as it sounds: the student(s) who work with me will learn how to query a dataset of 2 billion words using special queries and the Python programming language. Although I will train students on these Advanced Search capacities and provide them a sense of what to look for and how, students will have the freedom and flexibility to solve the various problems that hinder the research process. At the end of their time as Emerging Scholars, students will be proficient in advanced searching and data analysis. Here are some examples of the kind of queries the Emerging Scholars will perform:

- Basic lexical searches ("big book," "book of Nature")
- Proximity searches ("volume" near "time")
- Collocations (words that appear in a certain proximity with "page")
- Linguistic forms and parts of speech ("book of [NOUN]," "X is not X")

Student qualifications and characteristics:

I am seeking students who are interested in books, in the past, and in digital search. Students with a willingness to confront complex linguistic problems with computational solutions will be particularly interested. Moreover, students who want to pair study in the humanities with computer science will find themselves right at home. Students interested in this position should be well organized, attentive to detail, and comfortable with the English language and computers. Students who work with me will be free to work from home. By the end of the academic year, I hope to have produced a huge database of uses of bookish words.

Position #67; Elizabeth MacGonagle

Mentor name: Elizabeth MacGonagle, Kansas African Studies Center

Job/project title: Migration Stories Research Assistant

Project description:

The Kansas African Studies Center at KU is engaged in a project that collects and promotes various stories about migration involving Africans in Midwestern communities. This humanities-based research about recent African immigration in the US received initial funding in 2016 from the National Endowment for the Humanities as part of their Humanities in the Public Square program. The initiative seeks to offer moving stories about individuals of African descent who contribute to America's diversity. The student scholar will be mentored by the Center's Director (Prof. Liz MacGonagle) and also work with the Assistant Director (Mackenzie Jones, a full-time staff member) to become familiar with current research and issues related to immigration, particularly to the Midwestern region. The project will benefit from the talents of a student scholar who will help to analyze and promote stories of recent migrants and their American-born children that will be featured on the project's website at www.migrationstories.ku.edu. One main goal of the project is to offer a tool kit for high schools, colleges, and universities wishing to engage their students and communities in this issue through "conversation." This position provides an opportunity for research in the humanities and social sciences, and calls for creative thinking about how to present resources to students, teachers, and the general public. It also allows for collaboration with KU's Center for Latin American and Caribbean Studies on the shared goal of enhancing our national narrative about immigration.

Potential student tasks and responsibilities:

Tasks will grow in difficulty and responsibility as the student gains a familiarity with the project and available resources related to stories of migration. Throughout the year the scholar will work with Prof. MacGonagle and Center staff to collect and analyze research materials that will be relevant for the development of appropriate resources related to stories of migration. The student will supplement existing source material gathered previously by conducting humanities-based research and developing mini-projects related to the theme of migration stories under the guidance of Prof. MacGonagle. These might include video vignettes from migrants or host community members; a photo essay; a podcast, a lesson plan, or an annotated bibliography. We look forward to benefiting from a student's perspective and learning more about how particular resources might resonate with youth and K-16 audiences.

Student qualifications and characteristics:

We are seeking a student scholar interested in the development of knowledge and the development of new perspectives through the power of stories. This research position requires organization, motivation, and creativity. Strong writing skills and the ability to produce relevant and polished written materials are necessary. Attention to detail is also important. Other skills such as website design, graphic design, or creating and editing videos, podcasts, or blogs are preferred, but not required.

Additional comments: An openness to discussing the contested dialogue surrounding immigration and citizenship is needed.

Position #68; Isidro Rivera

Mentor name: Isidro Rivera, Department of Spanish and Portuguese

Job/project title: Digitalization and Development of Digital Repository of Materials and Resources for Research in Medieval Iberia

Project description:

This project seeks to create a digital repository of visual materials and resources for research in Medieval Iberia that would be incorporated into a digital humanities project sponsored under the auspices of <i>La corónica</i> and Johns Hopkins University Press / Project Muse. This phase of the project will consist of digitizing resources and participating in the organization of the materials.

Potential student tasks and responsibilities:

Student will be responsible for:

- a. Work with research materials
- b. Assist in organizing materials
- c. Digitize documents, transparencies, slides, and photographs
- d. Use a slide scanner and digital software (training will be available)
- e. Assist in the tagging and preparation of the digital media
- f. Work with the Medieval Iberia research group to coordinate digital projects

Student qualifications and characteristics:

Qualifications:

- a. Willingness to engage in digital humanities research and learn about medieval Iberian culture, language, and literature
- b. Have superior organizational skills with the ability to work independently and responsibly within the humanities
- c. Able to attend research meetings and training sessions as needed
- d. Willingness to work within a research group with graduate students and professor

e. Be available for 2-hour blocks of time during the week

Position #48; Sarah Robins

Mentor name: Sarah Robins, Philosophy

Job/project title: Creating a memory error catalog

Project description:

This is a project about memory errors. Lots of recent work in psychology and neuroscience shows that our memory can be faulty and in many surprising ways. For this project, we'll be reviewing the extensive scientific research on these errors, with the aim of creating a taxonomy of all of the different kinds of errors that exist. This scientific review is actually part of a project in philosophy (particularly philosophy of mind) where the professor is attempting to give an account of the nature of memory (how it works, what it's good for, etc.). Getting clear on all the ways that memory can go wrong is a very important part of that overall project.

Potential student tasks and responsibilities:

(With guidance and training), the student would be expected to search scientific databases for relevant research articles and archive articles that meet our criteria using bibliographic software. The student is also expected to read articles and write summaries of interesting findings. Depending on student preferences, much of this work can be done independently and during flexible hours. I expect that the student and I will have regular meetings (a few times a month) to talk about the findings and brainstorm ideas about how to classify the findings of the studies - and possibly even discuss the kinds of studies that should be done in the future to help improve memory error classification.

Student qualifications and characteristics:

The ideal student for this position would have interest in the cognitive sciences (especially psychology and neuroscience) and also interest in theoretical or philosophical issues. Familiarity with conducting scientific experiments and/or reading scientific articles would be great, but is not required. Curiosity about theories of science or theories of the mind would be a real benefit - and could help to ensure that the student could be engaged with the project long term. Schedule for this position can be flexible, but will require a student who is self-motivated and an independent worker.

Position #69; *David Roediger*

Mentor name: David Roediger, American Studies, History, African and African American Studies

Job/project title: Antiziganism in U.S. History

Project description:

I am beginning a project on the place of anti-Romani racism (antiziganism) in the U.S. law, policing, and popular culture as an under-investigated component of what is now called racial profiling and of immigration restriction in the U.S. Romani (often mis-called "gypsies") people had long been present in the U.S., they arrived in greater numbers after the abolition of Romani slavery in Romania in 1864. Their presence was very much noted in debates over the Fourteenth Amendment and more generally on civil rights and race in the post-emancipation U.S. Regularly vilified as European but not "white," as a "criminal race," and as a threat because of a "nomadic" style of life, their movements and occupations were fiercely regulated.

Potential student tasks and responsibilities:

The initial phase of this project is based on research in databases that have digitized millions of printed pages from the nineteenth and early twentieth century. See, for example <http://ebooks.library.cornell.edu/m/moa/> and <http://quod.lib.umich.edu/m/moagrp/>. Such databases record all uses of "gypsy" and "gypsies" in major U.S. periodicals and books from the period. The Lexis legal database is similarly searchable for mentions in litigation. The student would learn, from me and from a graduate research assistant, to do the searches and to summarize the content of the sources unearthed, year by year. We would meet regularly to discuss patterns emerging and when to summarize, as opposed to printing out, the source.

Student qualifications and characteristics:

Ability to conduct simple computer searches, to read sources (including court cases) carefully, to take effective notes on attitudes and practices towards Romani people expressed in the documents, and to convey a sense of patterns of such usages. Care in record-keeping is also necessary.

Position #70; Misty Schieberle

Mentor name: Misty Schieberle, English

Job/project title: Rare Books Studies Research Assistant

Project description:

When 17-18th century college students weren't writing papers or studying, what did they do with their time? This Digital Humanities project investigates a unique rare book in the Spencer Research Library that collects the intellectual efforts and amusing writings of Oxford students who procrastinated by composing original poetry about duck hunting; arguing over the best liquors for a dinner party; devising a polite "recipe for love"; mocking their Oxford professors' pretensions; and making their own interpretations of other writers' texts. The handwritten book in question will be the subject of a digitization and transcription project, which will include historical research and annotations to explain antiquated references to modern readers. Your job will be to aid in the beginning of this research project; our overall goal will be to present a digital edition of the book with notes and materials that will help our readers better understand the interests and writings of our authors in their original context and in a way that is meaningful for 21st-century readers.

Potential student tasks and responsibilities:

Tasks that will be required (with guidance from mentor but with increasing independence over the year):

1. Assist in the scanning of pages from a rare book.
2. Read and transcribe the handwritten pages into a Microsoft Word or GoogleDoc document (the writing is all in English; some texts are translated from short, sometimes scandalous Latin poems - for which modern English translations exist, too).
3. Identify terms and topics to look up in historical dictionaries and databases that will help readers interpret the Oxford students' writings (e.g., "buxom" does not mean what it used to!).
4. Research historical topics raised in the book's items, e.g., what general education topics Oxford students studied, what texts were the students imitating, and (if there is student interest/ability) what forms/genres the writers used.
5. Build a bibliography of resources for studying and analyzing the book and its contents.
6. Begin to theorize about the point of some of the entries, the kinds of writers that produced them, and the purpose of the volume as a whole.

7. Meet regularly to discuss progress with mentor and other collaborators.

Student qualifications and characteristics:

The successful applicant for this position is excited to learn about the random musings of youths from centuries ago, comfortable reading cursive with some instruction in deciphering early handwriting, and able to conduct basic research into words used, facts about the time period, and topics raised by using library databases and other scholarly resources, in Spencer Research Library and elsewhere. Being organized and attentive to detail is essential. The student will be required to perform some of the research in the Spencer Research Library during its hours (items cannot be checked out), but otherwise, the exact schedule for work is flexible.

Students with interests in English Literature, History, and Classics (Latin) may find this work professionally useful, but all interested parties are welcome to apply. This project does not require any particular field-specific knowledge or experience, just curiosity. Applicants should simply be willing to try and have enthusiasm for detective work.

Position #71; Paul Scott

Mentor name: Paul Scott, French & Italian

Job/project title: Cross-cultural comparison of TV zombies

Project description:

I'm working on an article comparing the cultural specificities of several recent TV shows about zombies, including: The Walking Dead (USA); In the Flesh (UK); The Returned/Les Revenants (France); Glitch (Australia). These TV shows within the past 7 years represent the mainstream penetration of the zombie genre and its definitive separation from cult-movie status. Some critics have linked this to widespread anxieties in the West since 9/11, given that the genre deals with an apocalyptic event for humankind and that it has peaked markedly since 2001. My study, initially an article but potentially a book-length project, is founded on the basis that there is more to the recent popularity of the genre than this factor, particularly since it has enjoyed TV success in different countries and continents. At the same time, the shows have modified some of the classic markers we associate with the genre and the project looks at common sources, shared influences, and reciprocal references between these different shows, situating the TV zombie more within a science-fiction context than a zombie theme. The project will be the first extensive cross-cultural comparison of zombie shows.

Potential student tasks and responsibilities:

The student would become familiar with at least two of the zombie TV shows and would be tasked with compiling a list of similarities and divergences between them in an Excel spreadsheet (location/characters/plot/nature of zombie/danger of zombie/novelties from classic zombies). The student would also be responsible for locating reactions to the shows in the form of TV reviews, blog entries, and social-media content and building up a bibliography of these references, since it is important for the project to consider the impact of these shows.

Student qualifications and characteristics:

Ideally, the student would have an interest in and/or knowledge of science-fiction and horror (movies, video games, TV). The nature of the research is flexible and can be completed over the student's leisure hours but I would expect availability for an hour once a week to discuss findings and sources. The student's work is complementary to my own research. While mine concentrates on scholarly sources, the task of finding online reactions and reviews will be crucial in considering the

popular reception of these shows and drawing out conclusions about their impact, a factor that is largely ignored in dealing with TV shows. I would anticipate providing feedback to the student over the course of the semester during our weekly meeting about how their findings fit in with my own research, therefore explaining the process of finding and using sources and strategies of research. These meetings would therefore be two-way exchanges.

Position #72; Kapila Silva

Mentor name: Kapila Silva, Architecture

Job/project title: Historic Urban Landscapes of Asia

Project description:

The advising professor has expertise in cultural aspects of architecture, urbanism, and historic preservation, and is currently preparing a book proposal for an edited volume in Historic Urban Landscapes in Asia. This volume brings chapters from the Middle East, South Asia, Southeast Asia, and East Asia, written by authors experienced in these areas and their urban heritage. The volume addresses critical issues in balancing the preservation concerns with development needs in historic cities in Asia, based on several case studies.

Potential student tasks and responsibilities:

Students will be primarily responsible for the construction of an archival data base on the topic, locating and retrieving relevant published sources for this book project. Students' tasks include (a) the consultation with the advising professor; (b) conduct search for locating relevant research materials (books, articles) in campus libraries, archives, e-journal data bases, and the web, using specific keywords; (c) scanning/photocopying of selected sources; (d) taking notes or preparing abstract summaries of articles collected; (e) constructing the archival data base using Endnote software; and (f) preparing certain illustrations (maps, diagrams, charts, etc.) using software such as Photoshop and Illustrator. Students will meet regularly with the advising professor to discuss the research, suitability of materials located, and preparation of the data base and illustrations.

Student qualifications and characteristics:

Good general computer skills, communicative ability, and punctuality are vital. Students who take initiative, are organized, and have attention to detail will thrive in this task. Students who are interested in learning global cultures, Asian history and historic places, and issues in managing cities will certainly enjoy this project. Tutorials on graphic design software and how to do archival search will be arranged to prepare the students for their assigned tasks.

Position #73; Luciano Tosta

Mentor name: Luciano Tosta, Spanish and Portuguese

Job/project title: The Unlettered City: Human Geography, Subalternity, and Spaces of Oppression in Iberian and Latin American Literature and Film

Project description:

I am working on a book manuscript entitled "The Unlettered City: Subalternity and Spaces of Exclusion in Latin American Film and Literature." It discusses representations of marginal(ized) subjects such as prostitutes, homeless people, vagrants, transvestites, beggars, and street children in public spaces in Iberian and Latin American cities. I analyze these portrayals by focusing on how the spaces that they inhabit transform life and perceptions of the ideal Iberian and Latin American city. This project is theoretically informed by the fields of postcolonial and subaltern studies in connection to scholarship in architecture, demography, and urban geography, with an emphasis on the urban experience. The project is still in its very early stages.

Potential student tasks and responsibilities:

The students will locate Spanish, Portuguese, Spanish American and Brazilian films and literary works in which such "marginal(ized)" characters are portrayed. They will conduct bibliographical research on these works and authors/directors,, as well as on specific Iberian and Latin American cities such as Lisbon, Madrid, Barcelona, Buenos Aires, Mexico City, Rio de Janeiro, and São Paulo. They may also scan articles to digital format, and read some of the works in order to identify major themes. The students will research critical scholarship on cities, and particularly on urban sites, and notions such as space, place, and mobility. The students are also expected to help proofread professor's draft chapters or essays written for conference presentations. They will discuss each step of the research with the professor, including manuscript submission.

Student qualifications and characteristics:

The ideal emerging scholar would have an interest in literature and cinema, as well as in urban and architectural studies, and in social issues. Knowledge of Spanish and Portuguese is not necessary, but certainly a plus. Students in humanities, social sciences, or art and architecture desired. Proficiency with computer applications such as Microsoft Office suite, especially Microsoft Word. Expert user of the World Wide Web. Experience with academic writing a plus. Organization and

attention to detail a must. Familiarity with MLA or Chicago Style desired. Must be available for three mandatory weekly meetings with professor.