



The English Department Globetrotters

When people think of an education in English, they often think of lively class discussions and selected readings from massive leather-bound tomes. What doesn't often come to mind are the kinds of immersive travel experiences offered by the UTEP English Department. The list of popular educational travel opportunities continues to grow, with classes taking place in New York City, London, Paris, and England's Lake District, and with a new university partnership extending the Department's reach to Austria.

For nearly a decade, Dr. Ezra Cappell has led a highly successful summer travel course to New York City titled "New York through the Literary Imagination." Dr. Cappell sees a remarkable transformation in his students "from their arrival in New York City as somewhat uncertain travelers to being confident, cosmopolitan members of one of the world's greatest cities." He has been amazed by the two-way process at work when UTEP students travel; just as they "are influenced and affected by the cultural center of New York City, so too is New York City affected by our engaged, bilingual, binational students, who are members of a borderland binational complex." He sees a "give and take of students enlightening New Yorkers and other fellow travelers about the borderland region and all that our city and university have to offer, just as our students are affected by and learn a tremendous amount about people who have come to New York City from all over the world, be they artists, authors, actors, urbanists, or just everyday New Yorkers who they chat with on the subway or on their way to a museum or archive."

Rebekah Grado, an English lecturer and graduate of the Literature MA Program, found that this course enriched her scholastic development. For her, the smaller class size provided "greater opportunity for engagement with material, peers, and professors," and she reflects that "the course material is enhanced uniquely by visiting the location being studied. In all, these are ideal conditions for personal, academic and professional growth." Evan Stapleton and Gus Cohen, MA students in Literature and co-founders of the Graduate Student English Association (GradSEA), echo these sentiments, pointing to opportunities (*continued on pg. 2*)

Chair

Dr. Maggy Smith

Associate Chair

Dr. Brian Yothers

Director of Rhetoric and Writing Studies Undergraduate Program

Dr. Theresa Donovan

Director of Literature

Dr. Tom Schmid

Director of Rhetoric and Writing Studies and English Education

Dr. Kate Mangelsdorf

Assistants to the Chair

Paul LaPrade and Randi Bossie

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Stephanie Hinojosa, an undergraduate student, in front of the Eiffel Tower.

for research at the New York Public Library and the New York Historical Society, campus visits at NYU, and abundant networking opportunities. It was in New York that Evan “became aware of the many professional opportunities available to graduate students,” leading to suggestions and connections that have not only influenced her research interests and plans to pursue a PhD, but have also materialized into conference presentations, graduate projects, and campus events she has helped organize. Evan, who has participated in this course as both an undergraduate and a graduate student, reflects that “it brings the literary texts to life. It’s a new way of experiencing these texts because you’re living them through the city; it allows you to read the city as though it’s a text.”

After a decade of leading study abroad trips, including ten trips to Europe, Dr. David Ruiter looks forward to expanding his efforts to provide students with international travel opportunities while expanding the Department’s global presence. Most recently, he collaborated with Creative Writing Professor Daniel Chacón on a class trip to London and Paris; this class left an indelible impression on the lives of Dr. Ruiter’s and Professor Chacón’s students. Veronica Martinez, a senior in Women and Gender Studies, says, “My favorite activities were going to the plays; they were all so different. *Les Misérables* was a highly produced play with a huge cast, while *As You Like It* was a more traditional play.” Miranda Garcia, a senior in English, says immersing herself in the culture of London and Paris was the most enjoyable part of the trip: “My favorite experience in both cities was simply getting to walk around and exploring. You truly feel like you are at home once you get the ‘rhythm’ of the city. I didn’t

feel like a tourist; I felt like I lived in these amazing cities. I would leave my flat and walk a couple of blocks to grab breakfast at a local café, and then I would walk around and let the city reveal itself to me.” The contrast between Paris and London made the class a truly unique experience.

Dr. Ruiter credits Dean Pat Witherspoon with the progress the Department has made in offering multiple destinations in study abroad courses. He says, “one of the reasons [Dean Witherspoon] has pushed us to become interdisciplinary, to go to more than one location on the same trip, is because she talks about how one of our students’ biggest assets is that they have lived in a multicultural community, they are often bilingual, and these assets are very valuable to them when they go into graduate school and on to their careers. Studying abroad makes them confident in their skills. They begin to realize how valuable it is to be bilingual when they’re in Europe, and they begin to understand how comfortable they can be switching between cultures. We need to develop their sense of self as cosmopolitan and as global citizens.”

Stephanie Hinojosa, a junior majoring in English & American Literature, can attest to this process of personal discovery: “What I took away from this trip was courage. If you do not do something, you will never know. You’re afraid of the subway system? You will never get to the Eiffel Tower. You’re afraid of being misunderstood? You will never be heard. I learned that respect goes a long way and that the world is bigger than you think. I learned to live a little.” Veronica says that travelling to both London and Paris allowed her to “gain a lot of independence. I learned to ask for directions, to move myself through cities I’ve never been to.” Similarly, Miranda admits that it “may sound cliché, but the most important thing that I learned abroad was fearlessness. Going to two foreign countries taught me so much about what I am capable of learning. I didn’t speak French, I didn’t know how to navigate the tube, but I learned how to adapt to my surroundings. I feel like I can take on any city in the world now.”

In the future, this study abroad course will become even more expansive and interdisciplinary. Currently, the class serves students in English and Creative Writing; next year, however, the Department of Music will also contribute to the curriculum. If funding permits, students will visit Madrid, Paris, and London, and Dr. Ruiter, Professor Daniel Chacón, and the Music Department’s Professor Frank Candelaria will co-teach the course. In the years to come, Dr. Ruiter would like to offer an accessible travel plan so that other disciplines can become involved, possibly even across colleges. This collaborative effort would help push down price points and make studying abroad more economically feasible for students.

The success of these study abroad trips is dependent on the enthusiasm and avid participation of the English Department’s students. This summer, Stephanie Hinojosa will be travelling once again to London and Paris. She will take on a leadership role on this coming trip, putting her aforementioned courage into practice: “During the trip, we are given a substantial amount of free time to venture out and explore each city; therefore, if a student wishes to visit a historical monument on their free time, I will assist in getting them there. I will also be organizing some trips and events for students that are unsure about what they want to do or who do not want to venture out into the city alone.” (continued on pg. 4)

LETTER FROM THE CHAIR

Dear Friends,

Here we are wrapping up a very eventful year at both UTEP and in the English Department. As you will see in the pages of this 2016 Folio, the faculty and students of the department have been very active scholars this year; we appointed a newly endowed distinguished professor, as well as welcomed two Diana S. Natalicio fellows to our Ph.D. Program. In addition, we have added two outstanding new faculty members (Dr. Andrew Fleck in the Literature Program and Dr. Nicole Mirra in the English Education Program) whom you will read about in these pages.

The department's programs continue to thrive and award many degrees each year across all levels, including five Ph.D. graduates this spring. In addition to the degree granting programs, the online Graduate Certificate in Technical and Professional Writing is also very productive, attracting students from many areas of the country.

Alongside much good news comes the sad. We learned recently that our colleague, Professor Emerita Dr. Gail Mortimer passed away on April 21, 2016 in Massachusetts where she had resided for many years following her retirement. According to one faculty member who remembers her well, "Gail was a uniquely skilled and principled colleague, as well as an incredibly generous mentor to students and junior faculty," while a former student of hers and now a faculty member says "Dr. Mortimer taught me about World War I literature and what a comma splice was—and in the process she taught me about teaching. Like all of my professors at UTEP, she worked me harder than I thought possible and left me grateful for the experience."

The Department became QEP Central for much of the year; what does that mean? Several of us contributed literally hundreds of hours assembling the research of many faculty and staff campus-wide, crafting and writing UTEP's Quality Enhancement Plan (QEP) for UTEP's 2016 Reaffirmation of Accreditation. This QEP, "The Next Generation of Student Engagement and Professional Preparation at UTEP," a ten-year plan for student success focuses on continuing student engagement in very focused ways (read the details on the website). The English Department will find itself contributing to students' lives in innovative, creative, and forward-looking ways as we respond to this ten-year plan.

You will see some references to the 2017 *Folio*, items to look forward to such as the already forming cover story, a photo contest, and a student essay contest. Keep tuned. Stay constantly updated through the website, Facebook, and twitter. And, of course, we do enjoy the face-to-face too! We are after all still the humanities.

Wishing you a very good year,

Maggy Smith

Professor & Chair

Dorrance D. Roderick Endowed Chair

Dr. Kate Mangelsdorf has been an instrumental member of the Department's leadership team for most all of her UTEP career, but most significantly, she has contributed enormous intellectual and practical leadership over the past four chairs while I have been chair of the department. She is an insightful and inspirational leader for two of the degree-granting department's programs—English Education and Rhetoric & Writing Studies. Dr. Mangelsdorf is a mentor to countless students and faculty members both in the department and across campus and a good friend to all.

During most of the past decade, Dr. Mangelsdorf has directed the Rhetoric & Writing Studies Program, a program for which she drafted and subsequently implemented the Ph.D. in Rhetoric & Composition in 2004; this Spring she completed her third year as the Director of English Education, where, along with the Program faculty, she has just completed a Dual-credit Certificate which will enable high-school teachers to become better equipped to teach college-level English courses.

As she steps away from these positions, she will continue to be very much a part of the department and the two thriving programs that have grown and developed greatly under her guidance. Kate reflects that she has "enjoyed working with Maggy and all of the faculty in the English Department." In directing the Rhetoric & Writing Studies Program, one of the things Dr. Mangelsdorf has found most gratifying is "seeing PhD students develop over four or five years and getting to know them" as part of a "team effort that involves working with faculty to provide students with resources." This Spring, the RWS PhD program celebrated its 28th graduate. The doctoral program has developed an international profile under Kate's leadership, emerging as a globalized program that attracts good students "from all over the world, from here on the border, and from elsewhere in the U.S." As the Director of English Education, Dr. Mangelsdorf "enjoyed working with teachers, who probably have the hardest job in the world." She notes that "more and more teachers in the region are going for their Masters to receive dual credit certification," and she sees this vital program continuing to do a good job of providing for those teachers.

Dr. Mangelsdorf looks forward to completing unfinished research projects, spending more time hiking in the desert, and lowering her stress level. From all of us in the English Department, thank you, Kate.



COVER STORY (CONT.)



A group of students enjoy a waterfall above the shore of Buttermere Lake.

In addition to New York, London, and Paris, students now have the opportunity to experience England's Lake District as a living text in "Walking with Wordsworth," a class first offered by Dr. Tom Schmid in the summer of 2014. During this trip, a class of undergraduate and graduate students immersed themselves in the literature and sights of the Lake District. Andrea Phiana Borunda, an MA student in English & American Literature, describes "the trek to Northern England to celebrate the Romantic Poets with the Walking with Wordsworth seminarians [as] an unforgettable experience." She writes about her experiences in "Walking with Wordsworth: A Student's Perspective," which can be found on page 6 of *The Folio*.

Because of the initial trip's success, "Walking with Wordsworth" will once again be offered this summer. This year, students will visit the Lake District

from June 5-16; during the course, students will live in Greta Hall, the home of both Coleridge and Southey. After a full week of class on the UTEP campus, students will spend ten days of study in the Lake District, including several days working with Wordsworth Trust scholars on rare manuscripts in the Jernigan Center archives, the most extensive collection of archival and scholarly materials on the Wordsworth Circle worldwide; workshops on reading poetry by candlelight in Dove Cottage, Wordsworth's home from 1800-1808; and numerous walks among the Lakeland fells that directly inspired Romantic poems, essays, journals, and travelogues.

The course provides students a rare opportunity to learn about British Romantic aesthetics through reading, discussion, and, most importantly, touring the stunning Cumbrian landscapes that inspired numerous Romantic-period writers, especially Lake District natives William and Dorothy Wordsworth, and long-time Grasmere/Keswick residents Thomas De Quincey, Samuel Taylor Coleridge and Robert Southey. By touring many of the actual places described in the literature, students are given the opportunity to experience first-hand a northern English landscape that in many ways has remained unchanged since William Wordsworth declared it a treasure for all who approached it with "an eye to perceive and a heart to enjoy." Dr. Schmid asserts that the powerful combination of Romantic poetry and the Cumbrian landscapes cannot be overstated: "I put a very high value on the ability to study Romantic poetry in its native habitat. To be able to see the beauty of the places described in the poetry is a uniquely enriching experience." Andrea agrees, saying that only a hike to Dungeon Ghyll Force could allow her to "fully grasp the Romantic aesthetics of the sublime."

The course is quickly gaining momentum, and Dr. Schmid envisions more robust collaboration between the UTEP English Department and the Wordsworth Trust in the future. Dr. Schmid says, "I see this as a part of an ongoing relationship with the Wordsworth Trust, which is curated by Jeff Cowton. Down the road, Jeff and I would like to see a summer internship for a UTEP student to work with the Wordsworth Trust."

English Department faculty are tirelessly working on fostering relationships between the UTEP English Department and institutions stateside and abroad. Most notably, Dr. Marion Rohrleitner has forged a strong connection between UTEP and the Leopold-Franzens-University in Innsbruck, Austria. Dr. Rohrleitner says, "I initiated a conversation about building a co-operation between UTEP and my alma mater in Austria with Dr. Mario Klarer, the Chair of the Department of American Studies at the Leopold-Franzens-University in Innsbruck, in fall 2014, when I was on a research leave in Europe thanks to the Career Enhancement Grant in the Arts and Humanities. Dr. Klarer asked me first to present my work on Chicana/o and Latina/o literature in his survey class in October 2014, and then invited me to teach a class in my area of expertise in summer 2015."

Dr. Rohrleitner's summer class proved to be a success, and "Dr. Klarer and Dr. Mathias Schennach, the director of the International Relations Office, asked me to expand our cooperation and bring a fellow Americanist to Innsbruck in summer 2016. The American Studies Department and the Center for Interamerican Studies (ZIAS) in Innsbruck are especially interested in building an exchange program with an American university on the border, and are particularly invested in fostering ethnic American cultural and literary studies; Dr. Robert Gunn, whose book *Ethnology and Empire: Languages, Literature, and the Making of the North American Borderlands*, was published by NYU in 2015, was therefore

COVER STORY (CONT.)



Left: Manuela Adrigan presents "Triangle and The Babadook: Gothic Narratives of Trauma and Guilt"

Right: Julia Moeseneder presents "Misdirected and Manipulated: Narrative Techniques in Mr. Robot"

an obvious choice." Thus, Dr. Gunn and Dr. Rohrleitner will team-teach a course entitled "Conquistadors, Cowboys, and Coyotes: The Making of the U.S./Mexico Borderlands in Literature and Film" from mid-May to the end of June. Dr. Rohrleitner says, "The International Relations Office and the Department of American Studies at Innsbruck have been very generous in facilitating this exchange, and cover travel as well as accommodation expenses for Dr. Gunn and myself during the time we are teaching at Innsbruck."

UTEP's partnership with the Leopold-Franzens-University extends to graduate students. Dr. Rohrleitner says, "In order to start facilitating an exchange on the graduate student level from our end, the Department of English, the Dean's Office, and I hosted two PhD candidates from Innsbruck, Manuela Adrigan and Julia Moeseneder, from February 14-17, 2016 at UTEP." Ms. Adrigan and Ms. Moeseneder presented their research entitled "*Triangle and The Babadook: Gothic Narratives of Trauma and Guilt*" and "*Misdirected and Manipulated: Narrative Techniques in Mr. Robot*" in the Blumberg auditorium on Monday, February 15, 2016 to great interest and attendance. Furthermore, Ms. Adrigan and Ms. Moeseneder led a discussion and workshop on American Studies in Austria on Tuesday, February 16, in the Department of English. According to Dr. Rohrleitner, "The students' visit was generously hosted by the Department of English (Dr. Maggy Smith) and the Dean's Office (Dr. Pat Witherspoon), and the PhD students produced a very positive report about their experience at UTEP which they shared in Innsbruck with their department."

In September, Dr. Rohrleitner plans "to bring two faculty members from the Department of American Studies to UTEP for a three day symposium, during which they will share their research, visit undergraduate and graduate classes, and conduct a workshop on Graduate Studies in Innsbruck." She has also already reached out to the Graduate School to support this developing exchange, and "hopes that, with the support of the Academic Agreement Office and the Study Abroad Office, we will be able to create and sign a friendship contract by the academic year 2016-2017." Dr. Rohrleitner says, "I am also always looking for support, financial and otherwise, to make this event happen in the fall."

This international partnership is emblematic of the English Department's commitment to offering dynamic educational experiences that extend beyond the classroom. Through partnerships like this one, a growing suite of educational travel opportunities, and the dedicated faculty and students that make both possible, the English Department looks forward to expanding its global reach and enriching its academic programs.

Keep an eye out next spring for the 2017 English Department Folio, in which we will explore the various ways that English Department faculty and students engage in community outreach.

Thanks to the following people who made "The English Department Globetrotters" possible: Dr. Ezra Cappell, Dr. David Ruitter, Dr. Tom Schmid, Dr. Marion Rohrleitner, Rebekah Grado, Evan Stapleton, Gus Cohen, Andrea Phiana Borunda, Veronica Martinez, Miranda Garcia, and Stephanie Hinojosa.

WALKING WITH WORDSWORTH: A STUDENT'S PERSPECTIVE



By Andrea Phiana Borunda

“Embrace me, then, ye Hills, and close me in; Now in the clear and open day I feel Your guardianship; I take it to my heart” – William Wordsworth

The trek to Northern England to celebrate the Romantic Poets with the Walking with Wordsworth seminarians was an unforgettable experience. With Dr. Tom Schmid at the helm, a tour de force in the field of Romanticism and a Professor instrumental to the scholarly successes of countless students, my colleagues and I explored the landscape that inspired the works of John Keats, William Wordsworth, Samuel Taylor Coleridge, and Robert Southey. Through magnificent hikes wherein the countryside remains unfettered by our modern world, I was able to trace my own footpath among the greatest writers and philosophers of the eighteenth century.

In our romantic rambling, we hiked upwards of five to six miles a day throughout the Lake District. The most memorable hike, Dungeon Ghyll Force, was the most trepidatious, and the most beautiful. An inspiration for Wordsworth’s “Idle Shepherd Boys,” Dungeon Ghyll Force, only accessible through a steep climb of 1500 feet, boasts a magnificent waterfall at the bottom of a 40 foot ravine. Only then, having climbed steeply up a crag and down the ravine of Dungeon Ghyll Force was I able fully grasp the Romantic aesthetics of the sublime. As for the Romantic notions of the beautiful, well, that was always all around me, enveloping me each day and every night.

Our daily lodging quarters were located in the infamous Greta Hall, home to many a renowned Romantic; however, our explorations of the houses and hearths of literary giants did not end there. Our journey through Northern England homes was expansive. In traversing the English countryside, we visited the homes of John Ruskin, Beatrix Potter, and the Brontë parsonage in Haworth, Yorkshire. The lushness of John Ruskin’s gardens and paintings, the illustrations of the undervalued scientific works of children’s author Beatrix Potter, and the ethereal sanctity of reverence found within the home and burial grounds of the Brontës all contributed to a trove of collective memories I share with my fellow explorers.

I keenly remember our visit to the Wordsworth Trust at Dove Cottage, my very first foray into archival research. Our group took turns holding the correspondence between William Wordsworth, his sister Dorothy, and Samuel Taylor Coleridge. The opportunity to hold these treasured documents, letters that communicated love, envy, heartbreak, missed opportunities and broken promises provided me with an opportunity to experience the permanence of the past and its force in the present. With modernity our exchanges of communication have changed; however, these documents and the literature its authors produced reflect what is essential to the study of the human condition. The handling of these sacred texts was poignant, and the storytelling within each letter, an extraordinary affair.

Within my two week excursion exploring Northern England, unearthing artifacts, chasing waterfalls, and skipping through magic stone circles, I must place emphasis on the collective experience of it all. I made friends to last a lifetime. My fellow voyagers, I will always remember, and consider myself very grateful indeed to have had this experience to happily relive from time to time. I wholeheartedly thank Dr. Schmid and the Department of English at UTEP for providing me this opportunity of exploration that will fondly remain with me always.

Andrea Phiana Borunda is a Graduate Student from El Paso, Texas. The Southwest has influenced her research in cultures of reading, gender, and communities living on the periphery. She has published work in *The Middle Ground Journal: World History and Global Studies* and *The Victorian*. Her work on Mexican Folk Healing is currently under review by the Publications of the Modern Language Association. She is currently an Instructor of Literature and Rhetoric and Writing Studies at the University of Texas at El Paso and is poised to continue her scholarly endeavors in Albuquerque as award winner of the University of New Mexico’s Regents Minority Doctoral Fellowship.

NATALICIO FELLOWS

The Rhetoric and Writing Studies PhD program is proud to be home to two recipients of prestigious Natalicio Fellowships, Tetyana Zhyvotovska and Ruby Pappoe. These fellowships provide \$10,000 to doctoral programs in the College of Liberal Arts in order to support doctoral students who are nominated by their doctoral programs and reviewed by a faculty panel. Dr. Kate Mangelsdorf notes that Tetyana and Ruby are representative of the excellence and diversity of the RWS PhD program, and “their participation in the program has been outstanding.” She remarks that “the success of a program depends entirely on its students,” and she believes the Natalicio Fellowship “will help to continue to attract outstanding students from the U.S. and from the around the world.”



Ruby Pappoe

“Aside from being pleasantly surprised when I received the fellowship, the award has become a fuel that adds to my desire to keep doing better in my academics and profession. To me, being one of the first recipients of this award is a great honor. The funds enabled me to cater to some unavoidable expenses, and that frees me to pursue my research without worrying so much about my budget as a new doctoral student.”



Tetyana Zhyvotovska

“Receiving the prestigious Dr. Diana S. Natalicio Fellowship in 2015 became a special event in my life. It is a great honor for me to be recognized as a promising doctoral student at the beginning point of my studies and work in the RWS Program and the English Department. I am very proud to be a fellow of this award and will make every effort to be a dedicated student and contribute both to the Program and the Department.”

STUDENT ACTIVITIES

Andrea Phiana Borunda's essay "Child Soldiers Revisited: Conscription and Choice in Adichie's *Half of a Yellow Sun* and Saro-Wiwa's *Sozaboy*" was published in *Middle Ground Journal: Journal of History and Global Studies*

Anthony Gus Cohen presented "The Spirit of the Fair: Melville and Imperialist Rhetoric," at the Rocky Mountain Modern Language Association Conference in Santa Fe, NM, October 8-11, 2015. Gus also contributed to the conference report on the Association for the Study of Literature and the Environment for the Year in Conferences feature at *ESQ: A Journal of the American Renaissance* 62.1 (2016): 182-200.

Beau Pihlaja presented "Analyzing Technologically Mediated Intercultural Rhetorical Situations Using Activity Theory and Actor-Network Theory," at the Rocky Mountain Modern Language Association Conference in Santa Fe, NM, October 8-11, 2015.

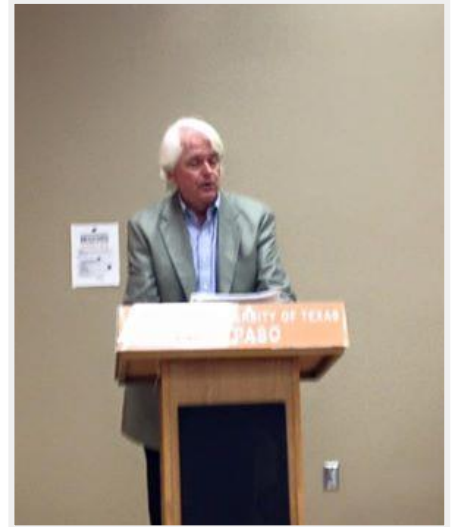
Melanie R. Salome presented "Integrating the Value of Industry Technical Writing in the Undergraduate Classroom," at the Rocky Mountain Modern Language Association Conference in Santa Fe, NM, October 8-11, 2015.

Evan Stapleton published a review of *The World Will Follow Joy: Turning Madness into Flowers* by Alice Walker in *Rocky Mountain Review of Language and Literature* (69.2 [2015]: 309-310). She also presented "'He Hath Endured so Long': Subversive Grief in *King Lear*," at the Rocky Mountain Modern Language Association Conference in Santa Fe, NM, October 8-11.

In October 2015, a group of graduate students traveled to Bogotá, Colombia to participate in the Second Annual Latin American Writing Center Conference: **Lou Herman** presented on "Collecting data for determining effectiveness," **Lizbett Tinoco** presented on "Writing in the Disciplines: Giving students compositional authority back in the classroom," **David Medina** presented on "Transfer in effectiveness of Writing Centers approach" and **Consuelo Carr Salas** presented "Bilingual tutors collaborating with L2 learners to create points of praxis."

The UTEP Graduate Student English Association (GradSEA) hosted the annual Graduate Student Conference on April 1-2, 2016. The event coincided with a lecture by Dr. Eric Sundquist, Andrew W. Mellon Professor of the Humanities from the the Department of English at Johns Hopkins University. The conference included presentations by UTEP students from English Literature, English Education, Creative Writing, and Rhetoric and Writing Studies.

GradSEA is open to graduate students in the English Department; the organization "is invested in fostering support for students' current work, in professionalization, and in fostering communication in all three programs available at UTEP." Students who are interested in joining GradSEA can find out more by visiting <http://utepgradsea.weebly.com/>, liking "UTEP Graduate Student Association" on Facebook, or sending an email to utepgradsea@gmail.com.



Frontera Retórica, the UTEP chapter of the Rhetoric Society of America, held its Spring Symposium on April 29th, 2016. This event featured Dr. Casey Boyle, Assistant Professor of Rhetoric and Writing at UT Austin. Doctoral candidates Melanie Salome and PJ Vierra also presented their work.

Frontera Retórica is an academic professional service group that promotes the discipline of Rhetoric and Writing Studies (RWS) while also promoting awareness of intercultural rhetorics in the El Paso–Juarez–Las Cruces area. Students who are interested in joining Frontera Retórica can find out more by liking "Frontera Retórica" on Facebook, following on Twitter @fronteraretorica, or visiting their webpage:

<http://organizations.utep.edu/Default.aspx?alias=organizations.utep.edu/fronteraretorica>,

UTEP Society for Technical Communication (STC) is a student chapter of the Society for Technical Communication, a professional association dedicated to promoting the theory and practice of technical communication. UTEP STC's mission is to provide educational opportunities that will help members communicate about technical topics (e.g. computer applications, medical procedures, environmental regulations) as well as communicate using technology (e.g. web pages, social media sites, etc.). UTEP STC also aims to provide professional development opportunities through community and corporate partnerships, which will give members practical technical writing experience. UTEP STC welcomes interdisciplinary undergraduate and graduate students who are interested in becoming technical communicators or who are interested in technical communication as it relates to their own discipline. While the chapter's primary goal is to serve students, it also welcomes interdisciplinary faculty members who are interested in learning about and promoting technical communication. For more information on how to get involved, contact Chapter President Melanie Salome at mrsalome@miners.utep.edu

STUDENT HIGHLIGHTS



Troy Rowden, Top Ten Senior

Troy Rowden has been selected as one of this Spring's Top Ten Seniors. He had this to say about his award:

"I have been burning both ends of the candle for a long time now, working up to 70 hours a week some semesters between one to two jobs, and performing hundreds of community service hours in addition to retaining prominent officer positions and maintaining a 4.0 GPA. While I cannot say I was working for the award in particular, the award stands as a validation to the crucible of the modern student, the 21st century student, as UTEP would say, an academic from the working class of El Paso. The award tells me that my circumstances do not define me; to the contrary, they have enabled and inspired me to become everything I never had a chance of being otherwise."

Troy will be honored at commencement on May 14th, 2016. Troy was also awarded the English Department's award for Outstanding Student in English and American Literature. Congratulations, Troy!

"What, to a Prisoner, is the Fourth of July?": Mumia Abu-Jamal and contemporary narratives of slavery

Luis Omar Cenicerros, University of Texas at El Paso

Abstract

Writing from a specifically Black postmodern perspective, former death row inmate Mumia Abu-Jamal composes his multimedia slave narrative as a postmodern Neo-slave narrative. From the Atlantic slave-trade to the United States prison-industrial complex, from Quobna Ottobah Cugoana to Mumia Abu-Jamal, the slave narrative exists as a critique against oppressive State powers and a collective affirmation of interiority and embodied significance. For Abu-Jamal, his incarceration is indicative of an ever-pervasive capitalist power-structure that in the past has, in the present is, and in the future will control designated groups of made marginalized masses in order that preeminent capitalist beneficiaries preserve elite status over those excluded, oppressed, and avilited masses. Within this framework, Abu-Jamal master and

Luis O. Cenicerros, Outstanding Thesis

Luis Cenicerros was awarded the UTEP Outstanding Thesis/Dissertation for 2014-2015 in the College of Liberal Arts for his thesis "What, to a Prisoner, is the Fourth of July?": Mumia Abu-Jamal and Contemporary Narratives of Slavery." Dr. Marion Rohrleitner, who directed Luis' thesis, described Luis as

"the kind of student that makes the teaching profession the most enriching and rewarding experience possible. I have had the privilege to work with Luis as both an undergraduate and graduate student, and had the chance to witness his growth as a committed and responsible writer, teacher, activist, and intellectual over the years. His M.A. thesis is an original, rigorous, and timely study of prison literature as a contemporary form of the 19th century slave narrative, and offers an incisive critique of the prison industrial complex via brilliant literary and cultural analyses. Luis's mature engagement with literary theory, cultural studies, and a complex set of primary sources represents the best of scholarship in American Studies, and I look forward to his future research and publications."

Luis was honored at "A Celebration of Graduated Mentoring" Wednesday, February 24th, 2016. Congratulations, Luis!

Much of the English Department's success is owed to the generous grants and scholarships our students receive. A number of our students have received scholarships and grants for the 2015-2016 academic year:

Philip Gallagher Scholarship:

- Joshua Marin

James Mortenson Scholarship:

- Carmen Arrabito

G. Douglas Meyers Scholarship:

- Ashley Gutierrez
- Jose Zubiata

Mimi Reisel Gladstein Scholarship:

- Troy Rowden
- Mary Shaner

C. L. Sonnichsen Scholarship:

- Benjamin Fancher

UTEP AT THE 2016 CCCC

The RWS program had many students who presented at the 2016 Conference on College Composition and Communication:

Cassandra Dulin presented "Frameworks for Serving the Institutional and Programmatic Support Systems in Writing Studies for the Non-Traditional Student in California State Universities."

Daliborka Crnkovic presented "Teachers in the Role of Non-Traditional Students: A Framework for Preparing Teachers to Respond to Linguistically Diverse Students."

Lindsay Hamilton presented "Propelling Classroom Writing Into Community Engagement Using the Narrative of Self, Us, Now."

Paul LaPrade presented "Workshopping the Library: Cultivating Information Literacy in the First-Year Composition Class."

Elsa Martin presented "The Recategorization of Autism Spectrum Disorder in the DSM-V: Public Uptake and the Recategorization of Identities."

Terence McEneny presented "Translation as Composing."

Beau Pihlaja presented "New Black Boxes: Technologically Mediated Intercultural Rhetorical Encounters."

Tanya Robertson presented "Library Literacy: A Framework for Addressing the Needs of a Diverse Student Population."

Consuelo Salas presented "Flipping the Library: Instructor/Librarian Collaboration within FYC." Consuelo was also a recipient of the Scholars for Dream award.

Melanie Salome presented "Education Reform Policies in Action: The Marginalization of Diverse Student Populations in Higher Education."

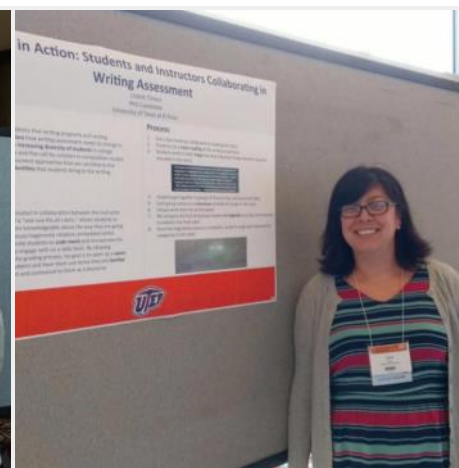
Lizbett Tinoco presented "Rubrics in Action: Students and Instructors Collaborating in Writing Assessment."

PJ Vierra presented "The University and the Porn Star."

Sean Garcia presented "Towards a Pedagogy of Critical Literacy: Exploring Neoliberal Politics on the Border."



UTEP'S English Department had a strong showing at the 2016 Conference on College Composition and Communication, which took place in Houston, TX from April 6th to April 9th, 2016. Lizbett Tinoco and Consuelo Salas provided pictures of the many activities by UTEP students. **Above:** Students & Dr. Brunk-Chavez pose for the camera; **below left,** Beau Pihlaja; **below right,** Lizbett Tinoco; **bottom,** The Latin@ Caucus, whose many members include several RWS students and faculty.



UTEP AT THE 2016 CCCC (CONT.)

Dr. Lindsay Hamilton—who recently defended her dissertation under the direction of Dr. Beth Brunk-Chavez—attended the 2016 CCCC in Houston, TX. She was able to travel due to being awarded the Baker-Hernandez Grant and the Graduate School Travel Grant. In an email to Dr. Maggy Smith, Lindsay wrote the following:

“Being able to attend CCCC 2016 in Houston was beneficial in several different ways.

- The experience of presenting at CCCC's was invaluable. I practiced my presentation for weeks prior to the conference, but the live experience in the room with the equipment and audience was a great growth experience. I appreciated the audience questions, the interaction with the other members of the panel, and the experience of working through my nerves in a live setting.
- I attended one of the Special Interest Groups (now a standing group) for those who write with the military. There I was able to connect with another CCCC's member who is married to an active duty soldier and is finishing her doctorate degree away from her home university. We will stay in touch and perhaps try to form a panel for a future conference. I also made other connections within the group and was pleased to find out they had just started their own journal for veteran issues as well as a website to share information on challenges and successful practices.
- My focus was on attending the Action Sessions, and I attended all five. I wanted to walk away with practical skills since I am running a public arts project and want to put some of the building alliances, naming and narrowing, framing, etc. to work. I also attended a couple panel sessions on topics I found interesting.
- Finally, I was able to reconnect with more than a dozen of my cohort, colleagues, and dissertation committee members from the University of Texas at El Paso by attending their happy hour on Thursday evening and attending one of their panels on Saturday morning.

My time at CCCC was time well spent and much more stimulating than I could have anticipated. Thank you so much for your support!”



Consuelo Carr Salas was awarded the \$750 Scholars for the Dream Travel Award for the Conference on College Composition and Communication. She is the first student from UTEP to win the Award; she had this to say about her achievement:

“The Scholar for the Dream Travel Award originated in 1993 and was developed to encourage scholarship and conference participation by historically underrepresented groups at the Conference on College Composition and Communication (CCCC). The award is given annually to ten first-time presenters who demonstrate original research and significance of pedagogical or theoretical contributions to the field. I was very proud to be the first Scholar for the Dream Travel Award recipient from UTEP. It was a great honor to represent UTEP and the Department of English's Rhetoric and Composition doctoral program on a national scale and join the ranks of other scholars of color who have won the award in the past. I thank my faculty mentors and the Department because it is with their support that I have become the scholar I am today.”

Congratulations, Consuelo!

Next year's CCCC--titled "Cultivating Capacity, Creating Change"--takes place March 15-18, 2017, in Portland, OR. The deadline to submit proposals online is 11:59 PDT, May 9, 2016. The English Department encourages students to apply and attend.

FACULTY HIGHLIGHTS



The Frederick Burkhardt Residential Fellowship

This Spring, **Dr. Joe Ortiz** was awarded a very prestigious Frederick Burkhardt Residential Fellowship by the American Council of Learned Societies (ACLS). This is an extraordinary award that Dr. Ortiz will use over the next academic year to conduct research on his book project on Renaissance epic at the Folger Shakespeare Library in Washington, DC. According to the ACLS, Dr. Ortiz is the very first UTEP faculty member to win a long-term fellowship from them. In fact, all previous winners of the Burkhardt fellowship have come exclusively from Tier 1 universities or elite liberal arts colleges.



The Arts and Humanities Career Enhancement Award

Dr. Jonna Perillo is the recipient of the Arts and Humanities Career Enhancement Award. She had this to say about the award:

“I received the Career Enhancement Grant for my second book project, *Educating the Enemy: Teaching Germans and Mexicans in Cold War America*. In it, I am charting how two groups of immigrant students both considered enemies of a sort—children of Nazi scientists and Mexican children—fared in El Paso schools and what their experiences reveal about postwar American schooling and political culture. In 1946, 179 Nazi rocket scientists and their children were brought to Fort Bliss through Operation Paperclip, a covert military operation conducted to build postwar American missile and rocket programs. Like immigrant Mexican children already attending local schools, these German children met with a carefully planned effort to “civilize” and assimilate foreign students. Yet the pedagogical and political beliefs the two groups of students encountered in the same schools were markedly distinct. In telling this story, I am examining the central role schools played in defining “foreignness” in a postwar international order and deepening our understanding of Cold War dissonances between international tolerance and domestic segregation. I am grateful for UTEP’s support, and I look forward to bringing more attention to the history of schooling in this region.”

FACULTY HIGHLIGHTS (CONT.)



The 2016 Department of English Excellence in Teaching Award

Dr. Marion Rohrleitner is the recipient of the 2016 Department of English Excellence in Teaching Award. Dr. Rohrleitner's teaching excellence has been exhibited through consistently outstanding course evaluations, a wealth of carefully designed course materials, and the testimony of her students and peers. One of Dr. Rohrleitner's students who is now a teacher observed that she "modeled her teaching" on what she saw in Dr. Rohrleitner's classroom. Meanwhile, Dr. Rohrleitner's peers noted her "ability to connect with students across disciplines," her careful planning and organization of her syllabi and class sessions, and her ability to strike "the perfect balance" among a variety of pedagogical strategies and priorities. Dr. Rohrleitner herself describes teaching as "an art, a passion, and a craft that requires ongoing practice and a curious mind."

Dr. Rohrleitner's excellence in practicing the craft of teaching was evident to the members of the committee (chaired by Associate Chair Dr. Brian Yothers), and the Department is proud to honor her with the inaugural Department of English Excellence in Teaching Award.



The Frances Spatz Leighton Endowed Distinguished Professorship

Dr. Brian Yothers is the recipient of the Frances Spatz Leighton Endowed Distinguished Professorship. He had this to say about the award:

"Like most endowed positions, the Frances Spatz Leighton Endowed Distinguished Professorship is the result of the generosity of a donor—in this case a presidential historian who remembered the university in her will and endowed a professorship in English. The way that the professorship works is that the holder of the professorship receives funds annually from the interest of the original gift to support his or her research. The Leighton professorship is a boon for me in that it provides support for my scholarly research. It's important to realize that a role like this is not just some sort of prize for past accomplishment. Instead, it is meant to enable future projects, and as such carries with it a responsibility to use the professorship in a way that benefits the university's research profile. I always have plenty of ideas for what I want to work on next, so having some additional funding support to help me realize these projects is a wonderful thing. I also feel very honored and appreciative to have been entrusted with this privilege and responsibility by a committee of my peers.

NEW FACULTY



Dr. Andrew Fleck

In Fall 2015, we welcomed back Dr. Andrew Fleck, who had been a Scholar in Residence for the 2013-2014 academic year.

A specialist in early modern British literature and culture, Andy has proficiency in Dutch, Latin, and French; he came to us from San Jose State University where he had been a faculty member for fourteen years.

Over the course of his academic career, Andy has been awarded numerous national and international fellowships enabling him to study in Antwerp, London, and the Netherlands; he has a broad range of teaching experiences, from composition and general education literature courses through specialized topics for literature majors, to graduate seminars in methodology and 16th and 17th century poetry and prose. Andy's pedagogical approach in all of his courses at any level is, described in his own words: "regardless of the texts and tasks I assign, I have a fundamental responsibility to help students make sense of complex challenges of a textually-mediated environment and respond to those works with clear, analytical writing that improves over our time together."

A prolific scholar, in addition to numerous published pieces, his most recent book chapter, "None Ends Where He Begun": Astronomical and Polemic Revolutions in John Donne," appeared last year. In addition Andy has numerous additional book chapters and refereed articles already in print, as well as many reviews, that have appeared in such publications as Shakespeare Bulletin, Modern Philology, and Sixteenth Century Journal. In addition, Andy has given talks, conference or invited colloquia presentations too numerous to count since his PhD. His current book project, *The Dutch Device: English National Identity and the Image of the Dutch, 1588-1688*, is under consideration by Oxford University Press. Another book project, *Schemers and Skeptics in the Age of Bacon*, is in the works. Among many fascinating characteristics of Andy's profile, is the focus his work places on the Dutch influences on England's identity, growth and history.

We welcome Dr. Andrew Fleck as Associate Professor of English.



Dr. Nicole Mirra

For Fall 2015, the Department's English Education Program welcomed Dr. Nicole Mirra, as Assistant Professor of English--English Education.

Nicole holds a BA in English & American Literature from New York University, an MST in Secondary English Education from Pace University, an MEd in Education Policy & Management from Harvard University, and a PhD in Urban Schooling with Specialization in Secondary English Education from UCLA. Since earning her PhD in 2012, Nicole has worked with the National Writing Project offering workshops focused on integrating writing into lesson plans across content areas, as well as working with colleagues to integrate technology into the writing curriculum. For the two years prior to coming to UTEP, Nicole was a postdoctoral research fellow at UCLA researching how teachers and students experience inequalities in learning time across the State of California, work that is supported by a Ford Foundation Grant. Nicole has genuine passion for educating the under privileged students whose voices are often not heard and even more often not listened to. Her work is timely, fascinating, and driven by a genuineness of passion that is contagious.

In addition to the work that she is actively engaged with, Nicole has published a good bit. Her book, *Doing Youth Participatory Action Research: A Methodological Handbook for Researchers, Educators, and Youth* was published by Routledge in Fall 2015. Nicole is actively engaged with the National Writing Project to re-establish the West Texas Writing Project.

We are delighted to have Dr. Nicole Mirra among the faculty in the English Department developing the teachers of the future.

RHETORIC & WRITING STUDIES



A student presenting his poster at the Fall 2015 Student showcase

For most UTEP students, their first experience with the English Department is through the Rhetoric & Writing Studies Undergraduate Program (RWS-UP). RWS 1301 and 1302 are freshman level courses every UTEP student must take, and RWS-UP lecturers use these courses as an opportunity to encourage a love of writing in first-year students. At the end of every semester, RWS-UP hosts a Student Showcase in which the best student work from RWS 1301 and 1302 is displayed and celebrated; specifically, the Showcase highlights the exceptional documentaries, PSAs, posters, brochures, and websites created by UTEP students in RWS 1301 and 1302. Dr. Theresa Donovan, director of RWS-UP, estimates that there is an average of 60 projects in the showcase from an average of 90 students each semester. The Showcase has proven to be a formative experience for many students. Dr. Donovan says the Showcase allows students to understand that they can compose meaningfully to large audiences, possibly because “students are more invested in their assignment when they understand that it’s also for a public outside of their professor...it makes them more invested in the project, the composing process, the revision and editing process, and so I think they see those projects as more valuable to them.”

The work presented at the Student Showcase also highlights the innovative curriculum developed by RWS-UP faculty, a curriculum which places importance on visual composition as well as more traditional forms of writing. Dr. Donovan wants to give credit to Dr. Beth Brunk-Chavez, one of the previous directors of First-Year Composition, for helping launch the curriculum redesign. She says that Dr. Brunk-Chavez “definitely put us ahead of other

programs by including multimodal composition” in the curriculum. Dr. Donovan states that the next step of the Showcase “is to put more of an emphasis on including work from upper-division classes, even practicum projects.” This plan to include our upper division classes exemplifies the efforts by RWS-UP faculty to increase the Rhetoric Program’s presence on campus.

Students who fall in love with rhetoric in their intro classes are in luck: RWS-UP offers a minor to Liberal Arts students. Courses in the minor include advanced composition and rhetoric courses, as well as classes in editing, workplace writing, and technical writing. Dr. Donovan says, “The hope in our program is to start a bachelor’s,” but the minor is key for developing a bachelor’s program.

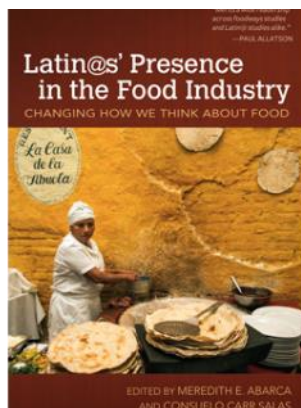
In another exciting development for RWS-UP, Dr. Isabel Baca is relaunching a transformed Bilingual Professional Writing Certificate Program. This 12-credit certificate invites interdisciplinary thinking in its inclusion of classes from both English and Languages and Linguistics. Dr. Baca notes that this certificate program will encourage students “to work as bilingual writers and communicators in the community” through the high-impact practice of service learning. This re-vamped certificate program further aligns with UTEP’s 2016 Quality Enhancement Plan by replacing an exit exam with a capstone senior writing practicum. Dr. Baca and the RWS program seek to honor UTEP’s unique mission and students by offering one of the few bilingual writing certificate programs in the nation. As Dr. Baca notes, “the United States is not a monolingual nation, and by promoting bilingualism and biculturalism, we can actually make our students more marketable. We need to respect students’ rights to their home language. By offering this certificate, we are honoring students’ home literacies.”

Dr. Isabel Baca is also pleased to announce four new annual Department of English Awards:

- ***The RWS Latina Retórica Award - \$1000*** (for RWS Graduate Students only, M.A. or Ph.D.)
- ***The Community Engaged Scholar Award - \$200*** (for faculty only)
- ***The Community Engaged Graduate Student Award - \$200*** (for any graduate student majoring in any of our graduate programs in the Dept. of English)
- ***The Community Engaged Undergraduate Student Award - \$200*** (for any undergraduate student majoring or minoring in any of our undergraduate programs in the Dept. of English)

Funding is provided by Ms. Laura Muñoz, CEO, S-Mart

BOOK PUBLICATIONS

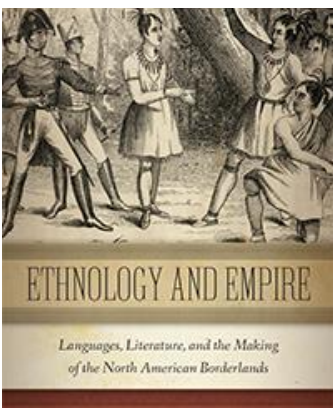


Latin@s' Presence in the Food Industry

Edited by Meredith E. Abarca and Consuelo Carr Salas

"Latin@s' Presence in the Food Industry takes the holistic culinary approach of bringing together multidisciplinary criticism to explore the diverse, and not always readily apparent, ways that Latin@s relate to food and the food industry. The networks

Latin@s create, the types of identities they fashion through food, and their relationship to the US food industry are analyzed to understand Latin@s as active creators of food-based communities, as distinctive cultural representations, and as professionals. This vibrant new collection acknowledges issues of labor conditions, economic politics, and immigration laws—structural vulnerabilities that certainly cannot be ignored—and strives to understand more fully the active and conscious ways that Latina@s create spaces to maneuver global and local food systems." *From <http://www.uapress.com/>*

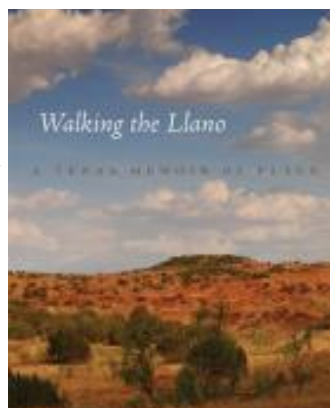


Ethnology and Empire: Languages, Literature, and the Making of the North American Borderlands

By Dr. Robert Gunn

"Ethnology and Empire tells stories about words and ideas, and ideas about words that developed in concert with shifting conceptions about Native peoples and western spaces in the nineteenth-century United States. Contextualizing the emergence of Native American linguistics as both a professionalized research discipline and as popular literary concern of American culture prior to the U.S.-

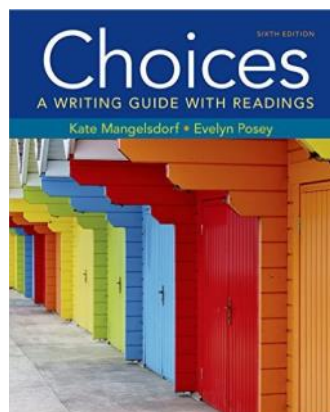
Mexico War, Robert Lawrence Gunn reveals the manner in which relays between the developing research practices of ethnology, works of fiction, autobiography, travel narratives, Native oratory, and sign languages gave imaginative shape to imperial activity in the western borderlands. In literary and performative settings that range from the U.S./Mexico borderlands to the Great Lakes region of Tecumseh's Pan-Indian Confederacy and the hallowed halls of learned societies in New York and Philadelphia, *Ethnology and Empire* models an interdisciplinary approach to networks of peoples, spaces, and communication practices that transformed the boundaries of U.S. empire through a transnational and scientific archive. Emphasizing the culturally transformative impacts western expansionism and Indian Removal, *Ethnology and Empire* reimagines U.S. literary and cultural production for future conceptions of hemispheric American literatures." *From <http://www.nyupress.org>*



Walking the Llano: A Texas Memoir of Place

By Dr. Shelley Armitage

*"When American explorers crossed the Texas Panhandle, they dubbed it part of the 'Great American Desert.' A 'sea of grass,' the llano appeared empty, flat, and barely habitable. Contemporary developments—cell phone towers, oil rigs, and wind turbines—have only added to this stereotype. Yet in this lyrical ecomemoir, Shelley Armitage charts a unique rediscovery of the largely unknown land, a journey at once deeply personal and far-reaching in its exploration of the connections between memory, spirit, and place....Reminiscent of the work of Terry Tempest Williams and John McPhee, *Walking the Llano* is both a celebration of an oft-overlooked region and a soaring testimony to the power of the landscape to draw us into greater understanding of ourselves and others by experiencing a deeper connection with the places we inhabit." *From <http://www.amazon.com>**



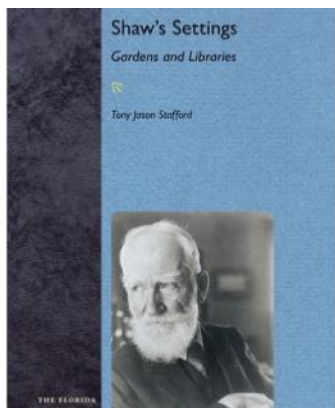
Choices, A Writing Guide with Readings (6th Edition)

By Dr. Kate Mangelsdorf and Dr. Evelyn Posey

"Choices equips beginning writers with the skills and confidence to produce writing that matters. Kate Mangelsdorf and Evelyn Posey draw on over 40 years of combined classroom experience to ease students into the writing process through accessible and

supportive writing instruction, encouraging students to actively participate in each step of the writing process. Along the way, students discover for themselves how to transform their brainstorming to discovery drafts and revised essays. Incorporating suggestions from developmental writing instructors across the country, the sixth edition emphasizes the connection between reading and writing. A diverse collection of student and professional essays support the text's focus on reading well to write well while a new chapter, Reading to Improve Writing, expands the coverage on active and critical reading and offers guidance on tools and strategies for pre-reading, reading, and reflecting." *From <http://www.amazon.com>*

BOOK PUBLICATIONS

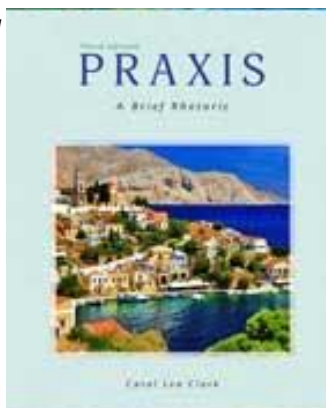


***Shaw's Settings: Gardens and Libraries* (paperback)**

By Dr. Tony Stafford

"Picture the young George Bernard Shaw spending long days in the Reading Room of the British Museum, pursuing a self-taught education, all the while longing for the green landscapes of his native Ireland. It is no coincidence that gardens and libraries often set the scene for

Shaw's plays, yet scholars have seldom drawn attention to the fact until now....Exposing the subtle interplay of these two settings as a key pattern throughout Shaw's dramas, *Shaw's Settings* fills the need for a systematic study of setting as significant to the playwright's work as a whole. Each of the nine chapters focuses on a different play and a different usage of gardens and libraries, showing that these venues are not just background for action, they also serve as metaphors, foreshadowing, and insight into characters and conflicts. The vital role of Shaw's settings reveals the astonishing depth and complexity of the playwright's dramatic genius."

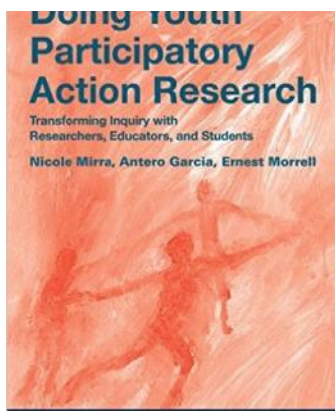


***Praxis: A Brief Rhetoric* (3rd Edition)**

By Dr. Carol Lea Clark

"*Praxis* is a truly 'brief' text at only 250 pages, yet it still provides a comprehensive presentation of core rhetorical principles. It informs students of the principles of historical rhetoric, including terms such as ethos, pathos, logos, and

kairos, and then applies the concepts to modern issues such as the revolutionary uses of twitter, and climate change. This framework enables students to become critical consumers of the flood of persuasive media that compete for their attention. Moreover, *Praxis* encourages students to employ this rhetorical framework of concepts to the creation of their own texts. Each chapter features readings, activities, and assignments, some serious and thought provoking, while others are creative and fun."

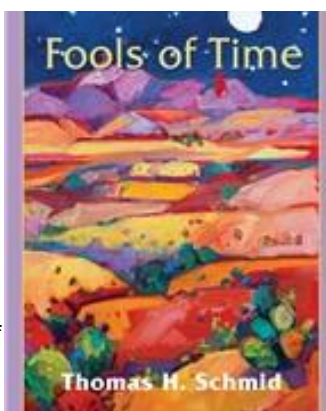


Doing Youth Participatory Action Research: Transforming Inquiry with Researchers, Educators, and Youth

By Dr. Nicole Mirra, Antero Garcia, and Ernest Morrell

"*Doing Youth Participatory Action Research* offers an unprecedented, in-depth exploration of the pragmatics and possibilities of youth-driven research. Drawing upon multiple years of experience engaging youth in rigorous, critical inquiry about the conditions impacting their lives, the authors examine

how YPAR encourages the educational community to re-imagine the capabilities of young people and the purposes of teaching, learning, and research itself. Much more than a "how-to" guide for those interested in creating their own YPAR projects, this book draws upon the voices of students and educators, as well as the multiple historical traditions of critical research, to describe how youth inquiry transforms each step of the traditional research process. From identifying research questions to collecting data and disseminating findings, each chapter details how YPAR revolutionizes traditional conceptions of who produces knowledge, how it is produced, and for what purposes. The book weaves together research, policy, and practice to offer YPAR as a practice with the power to challenge entrenched social and educational inequalities, empower critically aware youth, and revolutionize pedagogy in classrooms and communities."



Fools of Time

By Dr. Tom Schmid

"Associate Professor Gale Ruthven, a vampire with nearly four hundred years of service at eighty-three colleges and universities, teaches British Romantic poetry at an obscure commuter college somewhere in far West Texas, enjoying an existence of literary research, student papers, and the bare amount of blood-

sucking necessary to survive. His chief aggravation is the Regency Romantic poet, Lord Byron, on whom he fed in 1816 and who refuses to play the role of submissive underling. When a powerful and seductive vampire named Tempest joins the faculty, Ruthven becomes entangled in a dark mystery involving ancient vampire cults in Mexico and the American Southwest, a hippie vampire named Via Medea, grave robbers in Byron's Gothic ancestral estate in Nottinghamshire, and a shadowy vampire associate from Ruthven's early nineteenth-century past—all of which lead him on a wild chase across two continents and to a final showdown in the New Mexico badlands."

FACULTY PUBLICATIONS

Dr. Meredith Abarca's article, "Culinary Mestizajes: An Afro-Latino Collective Sensory Memory," was published in *Diálogo: An Interdisciplinary Studies Journal*. Vol. 18 No. 1 (Spring 2015): 101-112. Her essay "Healing by Sharing Scalloped Potatoes," was published in *Tales of Texas Cooking: Stories and Recipes from the Trans-Pecos to the Piney Woods and High Plains to the Golf Prairies*, edited by Frances B. Vick (Publications of the Texas Folklore Society LXX. Denton, TX: University of North Texas Press, 2015: 346-351). Dr. Abarca's essay "Food Consciousness: Teaching Critical Theory through Food Narratives" was published in *Food Pedagogies (Critical Food Studies)*, edited by Rick Flowers and Elaine Swan (Surrey: Ashgate, 2015. 215-228).

Dr. Jennifer Clifton's article, "Feminist Collaboratives and Intercultural Inquiry: Constructing an Alternative to the (Not So) Hidden Logics and Practices of University Outreach and Microlending" was published in *Feminist Teacher*, 24.1, 2015. Her review of *The Public Work of Rhetoric* was published in *Kairos*, Issue 20.1 (Fall 2015) and is available at: <http://kairos.technorhetoric.net/20.1/reviews/clifton/index.html>

Dr. Theresa Donovan's paper "Habits of Whiteness: The Rhetorics of Racial Categories and the Expansion of the Racial Divide," was published in a special issue of *Present Tense: A Journal of Rhetoric in Society* vol. 5.2 (December 2015).

Dr. Lucia Dura, Consuelo Salas, William Medina-Jerez, and Virginia Hill published "De aquí y de allá: Changing Perceptions of Literacy through Food Pedagogy, Asset-Based Narratives, and Hybrid Spaces," in *Community Literacy Journal*, 10(1): 21-39. Dr. Lucia Dura published, with Lora Arduor and Jennifer Malkowski, "Rhetorical Agency in the Face of Uncertainty: Articulating, Negotiating, Leveraging, and Managing Risk," in the 2015 volume of *POROI An Interdisciplinary Journal of Rhetorical Analysis and Invention*, 11(1).

Dr. Ruben Espinosa's article, "Diversifying Shakespeare," was published in *Literature Compass* 13. 2 (February 2016): 58-68.

Dr. Andrew Fleck's essay, "Exemplarity and Its Discontents in Michael Drayton's Englands Heroical Epistles" was published in *Sexuality and Memory in Early Modern England: Literature and the Erotics of Recollection*, edited by John S. Garrison and Kyle Pivetti (Routledge, 2015).

Dr. Mimi Gladstein's book chapter "Steinbeck's Perspectives on Capitalism: From *The Grapes of Wrath* to *East of Eden*," was published in *Capitalism and Commerce in Imaginative Literature: Perspectives on Business from Novels and Plays*, edited by Edward W. Younkens (Lexington Books, 2016). Dr. Gladstein's essay "Hemingway, Faulkner, and Hawkes: The Nexus of Creativity that Generated the Film *To Have and Have Not*," is being re-issued in the new paperback edition of *Key West Hemingway: A Reassessment*, edited by Kirk Curnutt & Gail D. Sinclair (Gainesville: University Press of Florida, 2009, 172-186).

Pamela Herron's poem "Mandala of Time" was published this summer in the anthology *Greek Fire* by Lost Tower Press of UK.

Dr. Maryse Jayasuriya's essay "Terror, Trauma, Transitions: Representing Violence in Sri Lankan Literature" was published in *Indialogs* 3 (2016): 195-209.

Dr. Nicole Mirra, along with her co-authors Danielle Filipiak and Antero Garcia, also published "Revolutionizing inquiry in urban English classrooms: Pursuing voice and justice through Youth Participatory Action Research" in *English Journal*(105[2], 49-57).

Dr. Jonna Perrillo's essay, "Between the School and the Academy: The Struggle to Promote Practitioner-Based Education Research at Columbia University's Lincoln School, 1917-1935," was published in *History of Education Quarterly* 56 (February 2016): 90-114. Dr. Perrillo also published "The Popularization of High School Poetry Instruction, 1920-1940," in *Research in the Teaching of English* 50.1 (August 2015): 111-118. Dr. Perrillo's inaugural blog entry as NCTE historian, "Standardizing College Readiness," was posted on March 19, 2016, and is available at <http://blogs.ncte.org/index.php/2016/03/standardizing-college-readiness/>.

FACULTY PUBLICATIONS (CONT.)

Dr. R. Joseph Rodríguez has published a book review titled “‘I knew what I had to do next’: Writing (and Reading) Middle Graders’ Lives” about the novel *Zack Delacruz: Me and My Big Mouth* (2015) by Jeff Anderson. The review appears in the Fall/Winter 2015 issue of *English in Texas: A Journal of the Texas Council of Teachers of English Language Arts* 45(2), 43-45. Dr. Rodríguez’s interview with Sean Frederick Forbes titled “Diasporas and Poetics: A Conversation with Poet Sean Frederick Forbes” appeared in the *Pennsylvania Literary Journal* 7.2 (Summer 2015): 25–46. Dr. Rodríguez’s interview with UTEP colleague and author of Young Adult fiction Benjamin A. Saenz titled “‘A riot in the heart’: A Conversation with Author Benjamin Alire Sáenz” was published in the inaugural issue of *Study and Scrutiny: Research on Young Adult Literature* 1.1 (2015): 254 – 275. Dr. Rodríguez’s chapter “‘Whose Democracy Is This, Anyway?’ Teaching Socially Responsible Literacies for Democracy, Decency, and Mindfulness” was published in *Democracy and Decency: What Does Education Have to Do With It?* edited by Paul R. Carr, P. L. Thomas, Brad J. Porfilio, and Julie A. Gorkowski (Information Age Publishing, 2015). The anthology is a volume in the series *Critical Constructions: Studies on Education and Society*. Dr. Rodríguez also authored the following blog post on the NCTE website in his capacity as chair of the NCTE’s College Section: <http://blogs.ncte.org/index.php/2015/09/hispanic-heritage/>. Dr. Rodríguez was interviewed by the editors of LEE & LOW BOOKS (New York) for *The Open Book* blog. Titled “Why Culturally Relevant Teaching Matters,” the interview includes strategies on teaching Guadalupe García McCall’s novels in middle and high school English Language Arts as well as the impact of culturally responsive and relevant literature in the secondary school classroom: <http://blog.leeandlow.com/2016/04/04/interview-why-culturally-responsive-literature-matters/>

Dr. Marion Rohrleitner’s essay “Conspicuous Consumption?: Eating Disorders as Nervous immigrant Conditions in Contemporary Latina Fiction” was published in *Latin@s’ Presence in the Food Industry: Changing How We Think About Food*. Eds. Meredith Abarca and Consuelo Carr Salas (U of Arkansas P, 2016). Dr. Rohrleitner’s review essay of Elena Machado Saez’s *Market Aesthetics: The Purchase of the Past in Caribbean Diasporic Fiction* (Virginia UP, 2015) and Angela Naimou’s *Salvage Work: U.S. and Caribbean Literatures amid the Debris of Legal Personhood* (NYU Press, 2015) was published in the winter 2015 issue of *MELUS*.

Dr. Tom Schmid published a review of Nicholas Mason’s *Literary Advertising and the Shaping of British Romanticism* in the most recent issue of *1650-1850: Ideas, Aesthetics, and Inquiries in the Early Modern Era*.

Dr. Tony Stafford’s essay “Nature” was published in *George Bernard Shaw in Context*, edited by Brad Kent (Cambridge University Press, 2015).

Dr. Gustav Verhulsdonck’s paper “From Cultural Markers to Global Mobile: Using Interaction Design for Composing Mobile Designs in Global Contexts” will be published in a special issue of *Computers and Composition* (32.2, December 2015) titled “Thinking Globally, Composing Locally: Digital Composition for the International Media Ecosystem”, which was guest edited by Kirk St.Amant (East Carolina University) and Rich Rice (Texas Tech University).

Dr. Brian Yothers’s essay “Melville’s Reconstructions: ‘The Swamp Angel,’ ‘Formerly a Slave,’ and the Moorish Maid in ‘Lee in the Capitol’” was published in *Leviathan: A Journal of Melville Studies* 17.3 (2015): 63-78. His book chapter “Keseey’s Transcendental Gothic: Traces of Nineteenth-Century American Romanticism in *One Flew Over the Cuckoo’s Nest*” was published in *One Flew Over the Cuckoo’s Nest: Critical Insights*. Ed. Robert C. Evans. Ipswich: Salem Press, September 2015: 114-128. Dr. Yothers also published two book reviews in *Review 19*: one of Jerome McGann’s *The Poet Edgar Allan Poe: Alien Angel*, and one of Kelsey L. Bennett’s *Principle and Propensity: Experience and Religion in the Nineteenth-Century British and American Bildungsroman*. Dr. Yothers published two essays, “Melville’s Sexualities” (111-128), and “The Stray Greatness of Vikram Seth: Sexuality and Form in *The Golden Gate and Beyond*” (278-290), in *LGBTQ Literature: Critical Insights*, edited by Robert C. Evans (Ipswich: Salem Press, June 2015). Dr. Yothers’s book chapter “O’Connor’s Arabesque: The Visual Arts and the Supernatural in ‘Parker’s Back’” was published in *The Short Fiction of Flannery O’Connor: Critical Insights*, edited by Robert C. Evans on April 1, 2016. His contribution to the “Just Teach One” group blog hosted by *Common-Place: The Journal of Early American Life* entitled “Teaching Sincerity, Finding Serendipity” was posted on March 27, 2016 and is available at <http://jto.common-place.org/2016/03/23/teaching-sincerity-finding-serendipity/>

We would love to hear from our alumni and friends. Feel free to drop by any upcoming events, or interact with us on social media. Please ensure that our faculty and students continue having opportunities to showcase their extraordinary teaching and scholarship. For information on how you can support the Department, visit our website or contact

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