



Profiles in Community Engagement

Last Spring's *Folio* explored the English Department's international outreach and study abroad/study away opportunities. The Spring 2017 *Folio* continues the trend of examining the High-Impact Practices that form the core of The UTEP Edge, the University's strategic plan for student engagement and applied learning. The following faculty profiles highlight diverse examples of community engagement from across the Department.

Dr. Isabel Baca

Dr. Isabel Baca has been a leader of community engagement in the English Department since she was first hired in 2004. Her passion for working with the border community came long before that, though. She credits her family with instilling a sense of community in her, reflecting that, "My parents always taught me to give back to the community and to serve. They instilled that in me since I was a little girl. I always felt it was something I needed to do. Working with the community, volunteering--I always did this growing up. But then the aspect of combining scholarship and community outreach happened when [she] was a professor at El Paso Community College," when she was approached by the chair of her department about starting a service learning program. It was then that she saw an opportunity to combine her interests in volunteering and community service with her pedagogy.

Dr. Baca also believes that community engagement has particular relevance in the border region because "as a community, we work together." She has taken this passion for community outreach and applied it to her pedagogy and scholarship: "community engagement is the center of my scholarship, my teaching, and my service...Community engagement provides me the venue to interconnect all three. When I got here, it seemed I was the only one doing community engaged scholarship and service learning. So at first I had a hard time with other faculty understanding what it was and acknowledging it as scholarship." Now Dr. Baca is widely recognized for her work in service learning and community engagement, earning awards such as the STEMROW Liberal Arts Outstanding Teaching Award, and organizing, with the generosity of Laura Muñoz, CEO of SMarT, a series of departmental community-engagement awards for undergraduates, graduate students, and faculty. She is "very proud of [the community engagement awards] because I think one way to get students more involved is to recognize their efforts... I'm just hoping we can promote them more, especially for the undergraduates." She also hopes that more faculty will become involved in community engagement because "It's the same

Chair

Dr. Maggy Smith

Associate Chair

Dr. Brian Yothers

Director of Literature

Dr. Tom Schmid

Director of Rhetoric and Writing Studies

Dr. Lucía Durá

Director of English Education

Dr. Jonna Perrillo

Director of Rhetoric and Writing Studies Undergraduate Program

Dr. Theresa Donovan

Assistants to the Chair

Paul LaPrade and Randi Bossie

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PROFILES IN COMMUNITY ENGAGEMENT (CONT.)



Ph.D. student Tetyana Zhyvotovska (back left) interning with UTEP's Center for Research in Engineering and Technology Education

faculty doing community engagement, and I want more faculty and students to become engaged with our community." For Dr. Baca, faculty engagement is key to the success of community engagement and service learning. Because of her own involvement in community outreach, Dr. Baca was invited to be a member of the Provost's Community Engagement Council and a mentor for the inaugural Community Engaged Scholarship Institute for Faculty at UTEP.

Most students in the Rhetoric & Writing Studies Graduate Program will take at least one of Dr. Baca's classes, and in that class they get the opportunity to engage in community outreach. Dr. Baca teaches the Community Literacy Internship course and integrates service learning in her other courses. In her courses, she says, "students go out and work with non-profit organizations as writers, researchers, translators, editors, presenters, and assistants in other kinds of literacy projects and tasks.

The goal is for students to apply and practice what they have learned or are learning in their studies or to explore what it is they want to do when they get their degree." Internships also help Dr. Baca with her own research "because I recruit more community partners [through my student's internships], and being the director of the Community Writing Partners program I'm the liaison between students and community partners. It also goes beyond that because I use it as my data gathering. I include my students' work in my research and my publications." Because of her students' involvement and engagement with the community and the work they produce for the nonprofit organizations, Dr. Baca asserts "when I get recognized, I have to recognize my students because they're the core of it."

While Dr. Baca has an innovative presence at UTEP, she hopes that in the future she can be part of creating "a community literacy center that would not be located on campus. It would belong to UTEP, but it would be somewhere in the community where we would bring in experts who would train students and community members, and we would have our students train and assist nonprofits and other community members in different literacies, such as workplace writing, designing web pages, researching, and translating. We would build on each other's strengths and skills." As a community engaged scholar and service learning advocate, Dr. Baca believes in the many benefits that come from the university and the border community working together to provide a quality education and strengthen the community.

Dr. Jennifer Clifton

Dr. Jennifer Clifton's most recent scholarship includes her book *Argument as Dialogue Across Difference: Engaging Youth in Public Literacies*, one example of her commitment to community engagement. Her research stems from an interest in "how individual concerns become shared concerns--how they move from not-yet-public to public concerns--and in what social practices are invented to create and sustain local publics in shared inquiry and knowledge building."

The inspiration for *Argument as Dialogue Across Difference: Engaging Youth in Public Literacies* arose from multiple sources. She states that, "My home life growing up was pretty volatile and laid the foundation for a career considering what we do with each other's differences." According to Dr. Clifton, "Our differences show up in relation to others; we come to recognize them when they are marked or surveilled in some way or when they are useful or delighted in, when we contribute something that others didn't or couldn't...Differences are often seemingly innocuous; they are also where we tend to frame each other's morality."

Thus, difference is an important aspect of Dr. Clifton's research. She states, "When I taught middle school later, I found that many of the youth I taught were likewise trying to make sense of the ways differences are marked and valued, or not. They were also often dismissed--sometimes because of their youth, sometimes for (continued on page 4)

LETTER FROM THE CHAIR

Dear Friends,

Another eventful year in the English Department is coming to a close. As you will see in the pages of this 2017 *Folio*, the faculty and students of the department have been very active teachers and scholars this year; we welcomed one Diana S. Natalicio fellow to our Ph.D. Program; and added an outstanding new faculty member in the Rhetoric & Writing Studies Program, Dr. Laura Gonzales, whom you will read about in these pages.



The Department continues to be engaged with the UTEP Quality Enhancement Plan (QEP), a significant piece of the University's 2016 Reaffirmation of Accreditation. This QEP, re-branded as the **UTEP Edge**, is a ten-year strategic approach to enhancing student success through engagement in High-Impact Practices (HIP) and other activities that will prepare students for their next steps—employment or graduate school. One of those HIPs is featured in the *Folio* cover story—"Profiles in Community Engagement."

The department's three programs continue to thrive and award many degrees across all levels, including six Ph.D. recipients. 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—we will award nine certificates this spring. The Program's long-time, inaugural, director will retire at the end of this academic year; Dr. Evelyn Posey has played many roles at UTEP, not the least of which was as a dedicated, innovative professor. Read more about Dr. Posey inside the *Folio*. In addition, the Rhetoric & Writing Studies Program has reinvigorated its Bilingual Professional Writing Certificate Program under Dr. Isabel Baca's coordination. The English Education Program continues to focus on developing its approach to offering students options that will credential them for dual-credit teaching. The Department's Literature Program has brought a number of first-rate scholars to campus to offer engaging lectures and, in the spirit of High-Impact Practices, this summer is offering two Study Abroad opportunities (one to London and one to the Lake District to study Wordsworth) and one Study Away opportunity (New York City).

Next year's *Folio* will include 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—Department of English

Dorrance D. Roderick Endowed Chair



Dr. Tony Stafford served as the Faculty Marshall during the Fall 2016 commencement, a position usually reserved for retiring faculty. However, Dr. Stafford shows no signs of slowing down professionally. Dr. Stafford has taught at UTEP since 1964, when it was still known as Texas Western. He has served as chair of the department on four separate occasions, the most recent being 1997-2003. During his time at UTEP, Dr. Stafford has published a book (*Shakespeare in the Southwest: Some New Directions*), numerous articles on Shakespeare and other English Renaissance playwrights, such as Middleton and Shirley, as well as a number of articles on George Bernard Shaw, and he has completed a book-length manuscript on Shaw.

PROFILES IN COMMUNITY ENGAGEMENT (CONT.)

other reasons--when they tried to raise a concern that they hoped others might share and help them address or problem-solve." This prompted her to begin working "with young people and teachers and local residents to think about the ways we use words together to get something worthwhile done when our perspectives and experiences are quite different, when we inhabit very different social and institutional positions, when we bring a range of different kinds of expertise to the table, and when we may reasonably disagree."

Community is at the forefront of Dr. Clifton's work, because "Contemporary conditions of globalized capitalism, mass migration, and spreadable media complicate how any of us see our lives interdependently connected with others, and thinking only or primarily in terms of traditional governing structures is often insufficient for constructing public life together when we most need to be able to create something shared with others across differences." This in turn informs her teaching and scholarship, in which she partners "with students and local residents to attend to the commons as resource (say, water or education or labor rights) and as situated practices of public life--both increasingly privatized, robbing individuals of public resources *and* of a right to engage in the shared use of reason about what was previously a commons."

Dr. Clifton is currently working on multiple collaborative book projects. She is collaborating with Bob Fecho on a book titled *Being, Doing, and Becoming: Opening Your School to Dialogue*. She is also working "with nine colleagues across six institutions" on a "a collaboratively written book about different social practices for instantiating inquiry in ill-defined problem spaces." Her third collaborative book project--*Assembling Methodologies: Interdisciplinary Inquiry and Public World-Making*--"is in the works with rhetorician and technical communicator Michele Simmons. This project theorizes the *praxis* of *interdisciplinary* collaborations, taking as its starting point that public participation in policy decisions is as vital for a vibrant democracy as it is volatile and is, of necessity, inherently interdisciplinary."

Dr. Lucía Durá

A strong sense of purpose drives Dr. Lucía Durá's scholarship, pedagogy, and now, her work as Director of the Rhetoric and Writing Studies Program. It derives not only from her experiences growing up in Juárez and El Paso, which she describes as "a remote, under-resourced area where we often do a lot with very little," but also from the perspective she gained while away in the "intellectual, financial, and political hubs" of New York, Boston, and Washington, D.C. Dr. Durá asserts that her ability "to see the world through two languages and cultures" helped her thrive in these cities; presented with the opportunity to return to her bicultural, binational home, she decided "to invest what I had learned and share the person I had become here." The process of building bridges and forging community connections began immediately, a mission that now finds fulfillment in research projects, local partnerships, and expanding programmatic outreach in Juárez and throughout Mexico.

This January, the RWS Program was invited by the Graduate School to participate in Expo Educarte—an all-day recruitment fair for students from kindergarten through graduate school. Dr. Durá and Assistant Director Lizbett Tinoco connected with prospective students, institutions, and programs, including universities in the state of Chihuahua, where students might be interested in our graduate certificate, MA programs, or PhD. Dr. Durá notes that they received an inquiry from Mexico City from a research center that is developing a rhetoric and argument program, another potential international partnership that supports Dr. Durá's belief that "we are poised to be an educational hub for such institutions and programs since rhetoric and writing as a discipline is mostly US-based but is spreading in Latin America."

These initiatives reflect what Dr. Durá describes as her longstanding interest "in leveraging the strengths of our community," building relationships and creating "bridges at many levels, including getting involved in research about the ways risk is communicated in different sectors, from education to healthcare to industry." She further explains that this focus on community extends to collaborations with Dr. William Medina-Jerez (Education), the Housing Authority, and local school districts "on an afterschool project aimed at bridging home and school literacies through food pedagogy";

PROFILES IN COMMUNITY ENGAGEMENT (CONT.)

with a federal judge and a group of probation officers in the Western District of Texas to address federal revocation rates using the positive deviance methodology; with dozens of local organizations through the Department of Communication's Social Justice Initiative; and with the YWCA, where she serves on the board and has chaired the Racial Justice committee for the last five years. Dr. Durá identifies a common thread to these collaborative efforts in the fact that "there was always one initial contact."

As Dr. Durá begins a new research cycle that "brings together risk communication, community engagement, and innovative research methodologies," she reflects that, "in many ways, engaged work is the norm at UTEP, where, at other universities, it is sometimes rare." Dr. Durá notes that she sees in UTEP a binational university that is uniquely equipped to engage with the community in the service of its students. Asked to consider the English Department's potential for community engagement, she remarks that she sees special opportunities "to think and act upon our relationship with the region," to create "bridges for students to thrive while not lowering expectations—we have all the resources here that we need to leverage. We have *materia prima*; we have the bricks and cement."

Dr. Laura Gonzales

Dr. Laura Gonzales is the newest addition to the UTEP English Department faculty, and she has already demonstrated a stunning commitment to her scholarship, her students, and the community. Dr. Gonzales describes community engagement as "central to everything I do," and asserts that "our job as a university situated within a community is to find ways to give back to the communities that continue to feed us in all different ways—through resources, time, and students. And so, community engagement is a part of everything I try to do. It's a part of all the classes I teach in one way or another, and it's really the ultimate goal of any research project that I take on— to somehow involve or give credit to or honor our communities." This belief was the basis for Dr. Gonzales' project "Symposium for Sites of Translation: A Bilingual User-Experience Research Center at UTEP." This research center is being designed as a hub for multilingual technology innovation at UTEP and in the surrounding community.

Dr. Gonzales states that "The idea came about some research I did on user experience and with my impetus for connecting community and students." She was drawn to UTEP in particular because she "started noticing really early on that UTEP students have such intricate uses of technology. They have five different texting apps to text their family here in El Paso and in Juarez, and they text and toggle between applications but also between languages simultaneously. And so I think that one of the huge assets that the university has is

there's a lot of innovation for technology on campus that's already happening—it's just not always recognized." This led to the idea for the Research Center "as a way to recognize the technological ingenuity that's already on campus, and to use that ingenuity as a way to connect with the community." Dr. Gonzales sees this center "as a way to have community organizations present to us what their resources are and what their needs are in terms of bilingual digital content, and then use our students' resources and our university resources as a way to make those projects happen while giving our students some real world experience in creating technical documents."

Dr. Gonzales is working toward organizing a planning symposium for the center, which will bring together "researchers in translation studies and technical communication and user experience with community organizations, so that together we can decide on our next steps in establishing a user-experience research center focused on translation and

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PROFILES IN COMMUNITY ENGAGEMENT (CONT.)

community engagement. My experience and training is limited—as is anyone else’s—so the symposium will be a space to bring our expertise together.”

The symposium is not just an opportunity to create a needed space in the community; it’s also an opportunity to highlight the strengths of UTEP students. Dr. Gonzales states, “I think a lot of times when we talk about UTEP students, when we talk about Hispanic serving institutions, and we talk about marginalized communities, and we talk about English Language Learners, when we talk about those populations we tend to talk about them in terms of needs—so ‘they’re from UTEP therefore they need this; they speak multiple languages therefore they need this; they’re a marginalized community therefore they need this.’” However, her goal is to flip that because “they’re from this community; therefore, they have these assets. An asset [UTEP students have] is technology innovation and great ideas, in addition to language, writing, and rhetoric skills. That might look different from what you consider standard written English, but they’re really incredible in terms of where technology design is heading. Companies are striving to build technologies that can do the types of language work that our students are already doing— that can toggle between languages, that can mix and blend linguistic practices, that can work across language difference and cultural difference. Our students are already doing that, so this center is just a way to reposition student practices as strengths.”

The Symposium will take place on November 9th and 10th, 2017 on the UTEP campus. More information about the symposium and the research center can be found at: <http://www.utep.edu/liberalarts/translationux/>. The English Department encourages alumni, community members, faculty, and students to attend.

Dr. Jonna Perrillo

Dr. Jonna Perrillo’s current book project, *Educating the Enemy: Teaching Germans and Mexicans in Cold War America*, is inspired by her interest in “how lessons about democracy and citizenship become part of the curriculum of the school.” Like her previous book, *Uncivil Rights: Teachers, Unions, and Race in the Battle for School Equity* (2012, University of Chicago Press), *Educating the Enemy* examines “public schools as flawed but nevertheless foundational instruments of democracy.” Dr. Perrillo recently reflected on her book project and its engagement with the El Paso community:

“This book began when I read a reference to children of Nazis brought to Fort Bliss in 1946 as part of Operation Paperclip attending my own neighborhood school, Crockett Elementary. I was fascinated by this unknown story, and so I started to do more digging in the EPISD archives, UTEP’s own special collections, old newspapers, and whatever else I could find. El Paso goes almost unaddressed in education history, and so I was excited about the prospect of writing about this city that few people seem to know about. As I started to conceptualize it more, I realized that the obscure story of this one group of immigrant students might be all the more meaningful if I compared it to another--the Mexican American students who made up the majority of the El Paso elementary school population in the 1940s. In the book, I’m asking questions about what it means to be foreign in the Cold War, on what grounds ‘foreignness’ was defined, and the role of schools in answering some of these questions for the greater public. I’m also interested in the differences between political assimilation (i.e. the assimilation of former Nazis) versus national assimilation and the ways in which schools enable both. Finally, I’m thinking about the incongruencies in a period that was marked by global integration (for example, there was a sizable movement in the schools and foreign policy for Pan-Americanism) and domestic segregation (including the segregation of Mexican American students from “Anglo” schools) at once. I find all of these questions to be important ones for us to be thinking about right now, on the border and beyond.

This book has required a lot more research outside of El Paso than I initially anticipated. In that sense, it’s not really a local history. But my hope is that when it is finished it will mean something to the people who live here, as well as to historians of education and immigration more largely. I hope to be able to give more public talks on what I have learned on and off campus. And I definitely plan to thank the librarian at Crockett, who allowed me to crash a holiday party she was hosting for a group of kindergartners so I could read old school newspapers.”

PROFILES IN COMMUNITY ENGAGEMENT (CONT.)

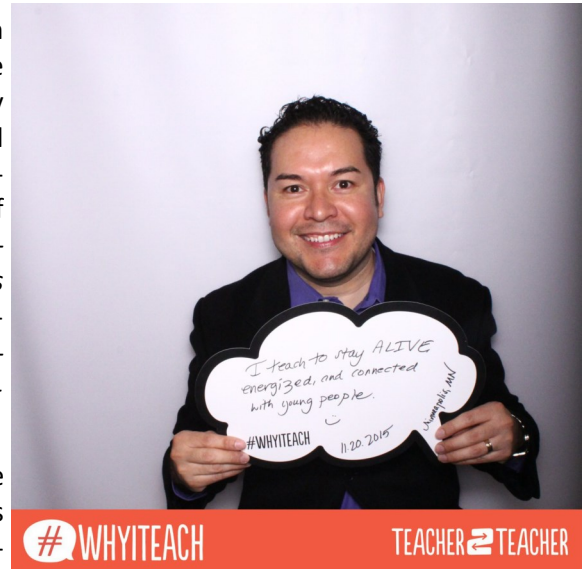
Dr. R. Joseph Rodríguez

Dr. R. Joseph Rodríguez's teaching and scholarship are deeply rooted in the "communities, histories, and narratives" of "the Paso del Norte Region and Chihuahuan Desert borderlands." For him, "community engagement is essential to gain trust and voice from our students and community members and how they're interpreting and translating situations and everyday worlds." Dr. Rodríguez's concern for, and sense of partnership with, various communities are showcased in *Enacting Adolescent Literacies across Communities: Latino/a Scribes and Their Rites* (2016 through Lexington Books), and in his upcoming National Endowment for the Humanities Summer Institute named *Tales from the Chihuahuan Desert: Borderlands Narratives about Identity and Binationalism*.

Enacting Adolescent Literacies across Communities synthesizes case study and ethnography research to "provide portraits and vignettes from classrooms with students, teachers, and librarians practicing various literacies for making meaning, questioning decisions and situations, understanding texts and ideas, interacting with others, and advancing social responsibility." This work stems from Dr. Rodríguez's experiences meeting adolescents "who practice literacies through various media and texts"—ways of making meaning sometimes "overlooked in schools and classrooms."

Also overlooked in conversations, "by some critics and lawmakers who can be aliens to the region," are the Chihuahuan Desert borderlands themselves. These contested spaces serve as the inspiration for *Tales from the Chihuahuan Desert*, an NEH Summer Institute designed, with Dr. Ignacio Martinez (History), for the educators who "are connected to students' lives and their literacies." This Institute reflects Dr. Rodríguez's mission of applying "attention, reflection, and research" to his surroundings, and it invites teachers from the region and from around the country to do the same in the hopes that, through their teaching, they can "bring greater levels of awareness, empathy, and change." "Teachers and students," Dr. Rodríguez believes, "can work together to build their stance, response, and action through texts and for society." This collaborative goal is made particularly timely by *Tales from the Chihuahuan Desert's* emphasis on "understanding and recognizing the role that narratives and borderlands peoples—including those of Mexican and indigenous descent—have played in U.S. history and literature."

In considering the connection between this Institute and *Enacting Adolescent Literacies across Communities*, Dr. Rodríguez reflects that "we are all interconnected and interdependent in a world that calls for our attention, communication, and collaboration. As such, the book and Institute complement many of the concepts about literacies and the humanities." Dr. Rodríguez is grateful for the steady support of the Department of English, and he is excited about "the scholarship and service from our colleagues in the department," which "further demonstrate the interconnectedness of our discipline." This sense of connection extends to our students, who—just like the ancient scribes "whose labors we witness" and study today—can "carry the labor for equality and equity forward with us."



Thank you to the following people who made "Profiles in Community Engagement" possible:

Isabel Baca, Jennifer Clifton, Lucía Durá, Laura Gonzales, Jonna Perrillo, R. Joseph Rodríguez, and Tetyana Zhyvotovska

STUDENT ACTIVITIES



Sigma Tau Delta is an honor society for students in English at universities that grant at least a Bachelor's degree. Founded in 1924, Sigma Tau Delta has nearly a century's history of honoring outstanding undergraduate and graduate students in English. It is the second largest member of the Association of College Honor Societies, and it has over 875 chapters in the United States and abroad, including, since 2000, Alpha Iota Beta, our own chapter at UTEP.

On March 22nd, UTEP's chapter of Sigma Tau Delta held an induction ceremony to celebrate 22 new members, including undergraduates and graduates from across the Department's programs. Dr. Brian Yothers, chapter sponsor, notes that "these students join a network of currently active and formerly active

members at UTEP and an international network of talented students and alumni in the discipline of English."

"In addition to the honor of having the quality of their academic work recognized and becoming part of this international network, our inductees have access to considerable resources through this organization. Sigma Tau Delta offers a number of scholarships for which our inductees are eligible to apply, including several of up to \$5000. Sigma Tau Delta also coordinates internships with publishers and non-profits and provides some internship stipends."

To learn more about Sigma Tau Delta, visit www.english.org. To keep up with UTEP's chapter and learn more about opportunities offered by Sigma Tau Delta, "like" Sigma Tau Delta at UTEP on Facebook and follow UTEPEnglHonors on Twitter.



Frontera Retórica, the UTEP chapter of the Rhetoric Society of America, 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. The organization held its annual Spring Symposium on April 21, 2017. A highly anticipated event by the RWS Program, the annual Symposium has a history of inviting prominent and leading scholars in the field of rhetoric. This event featured Dr. Cruz Medina, Assistant Professor of Rhetoric and Composition at Santa Clara University, who delivered a presentation on "Decolonizing Digital Platforms." Dr. Medina's research interests include digital writing and multicultural rhetoric, focusing on issues of social justice. Students from the RWS Undergraduate Program and doctoral candidates Consuelo Salas, Beau Pihlaja, and Elsa Martin also presented their work.

The event was co-sponsored by the RWS-UP program. Students who are interested in joining Frontera Retórica can find out more by following @RSA_UTEP on Twitter.

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, they also welcome interdisciplinary faculty members who are interested in learning about and promoting technical communication. For more information on how to get involved, visit <https://minetracker.utep.edu/organization/STC>

STUDENT HIGHLIGHTS

Stephen J. Boakye , Natalicio Fellow



The Rhetoric and Writing Studies PhD program is proud to be home to one of the recipients of this year's prestigious Natalicio Fellowships, Stephen J. Boakye. These fellowships provide additional support to first-year doctoral students in the College of Liberal Arts. Competitive fellowships, incoming students are nominated by faculty in their doctoral programs.

Stephen says "The Diana Natalicio Fellowship was an icing on the cake—of my admission into UTEP. I was indeed humbled and so much elated to learn that I was an awardee. Financially, it helped jumpstart my life at

UTEP and in the US, as I was able to adjust easily into my new academic environment."

What's Next: Recent RWS Ph.D. Faculty Appointments



Consuelo Carr Salas will join The University of North Carolina at Charlotte this Fall as an Assistant Professor.



Beau Pihlaja will join Texas Tech University this Fall as an Assistant Professor.

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 2016-2017 academic year:

- **Carmen Arrabito**, the James Mortensen Scholarship
- **Benjamin Fancher**, the C. L. Sonnichsen Scholarship
- **Valerie Cuellar**, the Gallagher Scholarship
- **Ashley Gutierrez**, the Meyers Scholarship
- **Victoria Martinez**, the Gladstein Scholarship

STUDENT PRESENTATIONS & PUBLICATIONS

Chowaing Chagra Belekeh, a PhD student in RWS, presented a paper, “Privatization of Water in Cameroon: Rural Literacy Lens” and participated in two workshops at the Conference on College Composition and Communication (CCCC), which met from March 15-18 in Portland, Oregon.

Moushumi Biswas, a PhD candidate in RWS, led a workshop session entitled “Bridging the Digital Divide: Focus on the Challenges Faced by Students in the Indian Subcontinent When Preparing for a Global Civic Life” and successfully proposed a panel entitled “Engaging the Global: Challenges and Practices of the Digital in Transnational Writing” at the Conference on College Composition and Communication (CCCC), which met from March 15-18 in Portland, Oregon.

Shuv Raj Rana Bhat, a PhD student in RWS, presented “Unthought-of Connections: The Intersection of Critical Stylistics and Rhetoric and Composition” at the Conference on College Composition and Communication (CCCC), which met from March 15-18 in Portland, Oregon.

Laura Castruita, MA candidate in English and American Literature, presented "Miyzaki's Heroines, Witches and the Fragmentation of the Female Identity" at the Asian Studies Development Program's 23rd Annual Conference on March 3, 2017, in Portland, Oregon.

Consuelo Carr Salas presented “Consumption of Cultural Identity: Product Packaging Selling Mexican Culture” at the National Association for Chicano Chicana Studies Conference in Irvine, California on March 24, 2017. Along with Mauricio Gomez, MA candidate in Linguistics, she presented “Writing Center Tutors and Language Acquisition: Negotiating Macro with Micro Issues” at the Writing Research Across Borders IV Conference in Bogotá, Colombia, on February 15, 2017. Earlier this academic year, she presented “Decommodifying Mexican Ethnic Stereotypes paired with Mexican Foods” at the International Food Studies Conference in Berkeley, California on October 12, 2016; and “Rhetorical Purpose and Ethos of Ethnic Stereotypes Used with Mexican Foodstuffs” at the Cultural Rhetorics Conference: Entering the Conversation! in East Lansing, Michigan, on September 30, 2016.

Consuelo Carr Salas, PhD candidate in Rhetoric and Writing Studies (RWS), is publishing “Commodification of Mexican Women on Mexican Food Packaging” in *Food, Feminisms, and Rhetoric*, edited by Melissa A. Goldthwaite, with Southern Illinois University Press.

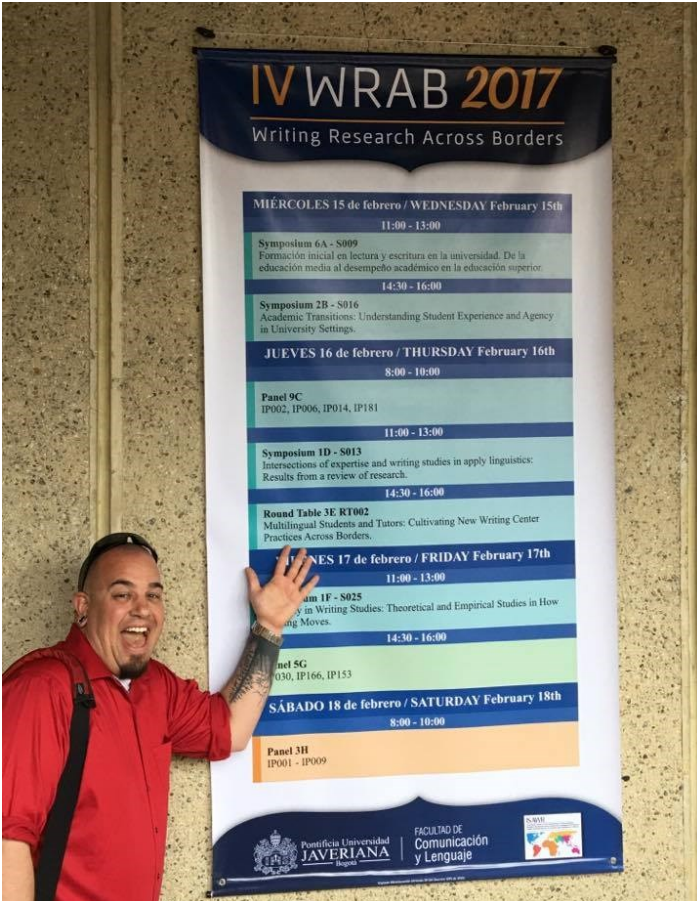
Consuelo Carr Salas, PhD candidate in RWS, **Paul LaPrade**, Lecturer in RWS-UP, Angela Lucero and Les Arms, Instructional Librarians for the UTEP Library, Libby Miles, Professor at the University of Vermont, and Daisy Benson and Emily Crist, Instructional Librarians for the University of Vermont, facilitated the half-day workshop, “Interdisciplinary Relationships: Incorporating Information Literacy in Writing Classrooms, Writing Programs, and Across the Curriculum” at the Conference on College Composition and Communication (CCCC), which met from March 15-18 in Portland, Oregon. Salas also presented a paper, “From Past to Present: Uncovering How the Sleeping Mexican Man Still Has Life.”

Lou Herman, **Lizbett Tinoco**, and **Consuelo Carr Salas**, all PhD Candidates in RWS, and **Sean Garcia**, MA Candidate in RWS, facilitated the roundtable “The Role of Writing Center Tutors in English Language Acquisition. Multilingual Students and Tutors: Cultivating New Writing Center Practices Across Borders” at the Writing Research Across Borders IV Conference in Bogotá, Colombia, on February 16, 2017.

Maria Isela Maier, a PhD candidate in RWS, presented her work-in-progress “Multilinguals’ Resources: Using Spanish in English Language Spaces” the Conference on College Composition and Communication (CCCC), which met from March 15-18 in Portland, Oregon.

The English Department is proud of its students who presented and published this academic year; we encourage all students to continue applying and submitting their work for publication and conferences.

UTEP STUDENTS AT CONFERENCES



Ph.D. student and UWC Director Lou Herman in Bogotá , Colombia



Ph.D. student Chowaing Belekeh (right) with literacy scholar Charlotte Hogg



Ph.D. student Isela Maier (right) with Dr. Suresh Canagarajah



Chowaing Belekeh (left), Shuv Raj Rana Bhat (right), and Isela Maier (front) at CCCC

FACULTY HIGHLIGHTS

Dr. Jennifer Clifton



“In 2014 I received an **Arts & Humanities Career Enhancement Award**, which supported my work in publishing *Dialoguing Across Cultures, Identities, and Learning: Crosscurrents and Complexities in Literacy Classrooms* (Routledge, 2017), co-authored with literacy scholar Bob Fecho, and *Argument as Dialogue across Difference: Engaging Youth in Public Literacies* (Routledge, 2017), a single-authored book that was recently nominated for the Conference on Community Writing’s 2017 Outstanding Book Award. Together, the books theorize dialogue across difference, one taking up the multiplicity of a self in dialogue; the other, argument in public life. In essence, the books take up questions about what is shared—or perceived to be shared—in what ways, and by whom and about what we do with the valuable and volatile presence of difference wherever that shows up—within one person or among many. I am humbled and honored to have gotten to partner with such smart and brave youth here in El Paso and across the country and to see them learn that their words and actions have consequence in public life as they experience them having consequence, shaping the understanding of others, calling near and distant

strangers and kin to consider together and to build together, in the words of Myles Horton, a world as it *ought to be.*”

Dr. Laura Gonzales



“*Sites of Translation User-Experience Research Center* is being designed as a non-profit, interdisciplinary, community and University-driven resource that supports student development and local community organizations in El Paso and beyond. Developed as a partnership among community organizations, academic researchers, and technology industry professionals, *Sites of Translation User-Experience Research Center* is envisioned as the place where social-justice oriented organizations come to request help in creating and disseminating their bi- or multilingual content (e.g., websites, web applications, informational tools) aiming to meet the needs and highlight the assets of linguistically diverse users.

As part of their course and/or community-engagement experiences, bi- and multilingual students (both in the UTEP English Department and in partnering units) will conduct usability testing with bi- and multilingual community members, providing local organizations with specific strategies that will improve their designs to better address the needs of their target user-base. That is, students will work with bi- and multilingual users to test and improve effectiveness of specific tools and technologies as outlined by our community partners.

Although the development of this center is a longitudinal project, I’m using my **Career Enhancement Award** to host a 2-day planning symposium at UTEP on November 9-10, 2017. During this symposium, community organizations will come together with translation and user-experience researchers from across the country, in order to plan the specifics of the center and discuss further collaborations as we move forward.

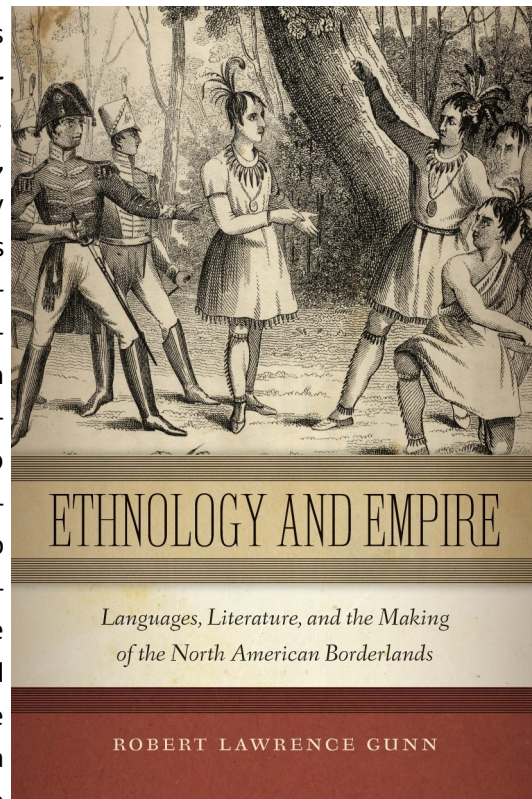
I’m incredibly excited for this project and am so grateful to have the support of my department, college, and University in making it happen. I’m also incredibly grateful to have the help of Tetyana Zhyvotosvska, a Ph.D. student in Rhetoric and Writing Studies at UTEP who has extensive experience in translation and technical communication, and who has been kind enough to come on board as a researcher and team member in the early planning stages of the symposium.”

FACULTY HIGHLIGHTS (CONT.)

Dr. Robert Gunn

“Marvelous news arrived unexpectedly for me the week after Christmas when I was informed I had been awarded the **2016 Early American Literature Book Prize** for my monograph, *Ethnology and Empire: Languages, Literature, and the Making of the North American Borderlands* (NYU Press, 2015). This is a career highlight for me, a wonderfully exciting and deeply humbling honor. For those who are unfamiliar with it, the EAL Book Prize is the major book prize in my field, co-sponsored by *Early American Literature* (the flagship journal for early Americanists), the Society of Early Americanists (our major scholarly organization), the MLA Division for American Literature to 1800, and the University of North Carolina Press. In even calendar years, the prize goes to a first book published over the previous two years (this is the version I won); in odd years, the award goes to a second-or-later book. Winning caught me completely by surprise. There were so many other truly extraordinary books that were published during this period, written by scholars I admire tremendously and who have changed the way I think about early Americanist work; to have my scholarship stand alongside and be compared favorably with theirs, by a prize committee composed of luminary scholars whose works have defined the field, is a matchless professional validation of the years of hard work, and late nights, it took for me to write *Ethnology and Empire*. With the swift and generous support of Dr. Smith and Ana Diaz, I was able to travel to Philadelphia for MLA after New Year’s to receive the award at a reception at the Library Company. I am very grateful to them both for making it possible for me to attend.

On the heels of this good fortune, I had some more good news in January—I was awarded a UTEP **Career Enhancement Grant**, which is sponsored jointly by the College of Liberal Arts and the Office of the Provost, in support of my second book project, *American Horologics: Literature, Timekeeping and the Production of Space in Early Western North America*. In its focus on the interlocking cultural histories and shifting geographies of the southwestern borderlands within the context of the continental imperial projects that have shaped the southwest over time, *American Horologics* has significant continuities with my first book. Spanning from the 17th to the 19th centuries, *American Horologics* examines the relationship of multiple time-keeping practices to literary and storytelling form in the context of a shifting tableau of encounter and conflict between Indigenous, Spanish, Mexican, and U.S. peoples in the western North American borderlands. Throughout, I intend to explore the proposition that changing technologies of time-keeping and differing standards of temporal experience organized competing regional conceptions of western spaces and of the peoples who inhabited them, prior to the standardization of national and international timekeeping in the second half of the 19th Century. The Career Enhancement Grant will support archival research this summer, will pay for the research assistance of the marvelous and multi-talented Blanca Campos, and will pay for the relief of my teaching duties in the fall so that I can devote myself full-time to drafting the manuscript. I can’t wait to get started.”



RETIRING AND DEPARTING FACULTY

Dr. Carol Clark, Retiring



Dr. Carol Clark earned her Ph.D. from Texas Christian University. Her experiences in the Middle East during a Fulbright Award in Jordan in 2008-09 redirected her scholarship within rhetoric and writing studies. Originally, she became interested in the Middle East through her work in classical rhetoric. In addition to the ancient Greek and Roman, her classes considered historical rhetorics of cultures including Mesopotamian, Egyptian, Chinese, and Arabic. She published an article on Averroes (Ibn Rushd), a 12th century Moorish rhetorician, "Aristotle and Averroes: The Influence of Aristotle's Arabic Commentator on Western European and Arabic Rhetoric" in *Review of Communications* (2007). Her interest in the contemporary rhetoric of journalism related to the Middle East is reflected in two papers slated for publication.

Her interest in the teaching of composition is evidenced by the publication in 2009 of her third first-year composition textbook, *Praxis: A Brief Rhetoric* (Fountainhead Press). Her book on the rhetoric of journalism, *Imagining Texas: Pre-Revolutionary Texas Newspapers 1829-1836*, was published by Texas Western Press in 2002.

The English department would like to thank Dr. Clark for her years of service and scholarship.

Dr. Nicole Mirra, Departing



Dr. Nicole Mirra earned her Ph.D. in Urban Schooling from the UCLA Graduate School of Education & Information Studies. Before that, she taught English Language Arts at a public high school in the Crown Heights neighborhood of Brooklyn. This experience sparked her passion for English Education, which continued to grow as she taught at another public high school in the Watts neighborhood of Los Angeles and coordinated the UCLA Council of Youth Research, a university/school partnership that engages young people in research in their schools and communities in pursuit of educational and social justice. Her teaching and research focuses on the intersections between critical literacy and civic engagement across multiple contexts, including urban secondary English classrooms, grassroots youth organizations, and digital learning communities. Her work has appeared in such publications as *Reading & Writing Quarterly*, *Democracy & Education*, and *Journal of Teacher Education*.

Written in collaboration with co-authors Dr. Antero Garcia and Dr. Ernest Morrell, her book, *Doing Youth Participatory Action Research*, was released by Routledge Press in late 2015. She also advocates for teacher leadership and critical digital literacy as a Connected Learning Ambassador for the National Writing Project. Dr. Mirra is departing for a position at Rutgers University.

Dr. Evelyn Posey, Retiring



Dr. Evelyn Posey is currently the Director of the UTEP online Graduate Technical and Professional Writing Certificate program, where she also teaches Grant Writing. Her experience as the Principal Investigator of a 3.4 million National Science Foundation ADVANCE grant for the advancement of women in science and engineering helped her to learn the ins and outs of grant writing and management.

In addition to directing the certificate program, she has been active in the computers and writing community, writing articles and presenting papers on using technology in the composition classroom and serving on the CCC Computer Committee. She has co-written three first-year composition textbooks (*Choices: A Basic Writing Guide with Readings*, 5th ed. and *Discoveries: A Step-by-Step Guide to Writing Paragraphs and Essays* for Bedford/St. Martin's and *The World of Writing: A Guide for Pearson/Longman*) alongside Dr. Kate Mangelsdorf.

The English department would like to thank Dr. Posey for her years of service and scholarship.

FACULTY PROMOTIONS & NEW FACULTY

Dr. Meredith Abarca, Full Professor



Dr. Meredith Abarca received a Ph.D. in Comparative Literature from the University of California at Davis. She teaches Chicana/o Literature, Mexican-American Folklore, Major American Authors, Literature of the Americas, and Literary Studies. She also teaches graduate courses that examine the intersection of literature and globalism, cosmopolitanism, and food as cultural and theoretical discourses.

Dr. Abarca is the author of *Voices in the Kitchen: Views of Food and the World from Working-Class Mexican and Mexican American Women* (Texas A&M Press, 2006), and the co-editor, with Consuelo Carr Salas, of *Latin@s' Presence in the Food Industry: Changing How We Think about Food* (University of Arkansas Press, 2015). Her work has appeared in *Food & Foodways* and *Food, Culture & Society*, as well as in edited collections and encyclopedias. She often gives invited lectures at national and international community and academic settings, such as the Southern Foodways Alliance Symposium in Oxford, Mississippi, and to MA students in the Food and Communication program housed at the University of Gastronomical Sciences in (Colormo) Parma, Italy.

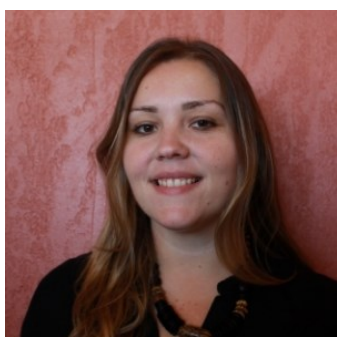
Dr. Beth Brunk-Chavez, Full Professor



Dr. Beth Brunk-Chavez serves as the Dean of Extended University, which oversees UTEP's Public and Professional Programs, the Military Student Success Center, and UTEP Connect. From 2008-2013, Dr. Brunk-Chavez directed the First-Year Composition program, which was awarded the Conference on College Composition and Communication Writing Certificate of Excellence. She has been awarded the University of Texas Regents' Outstanding Teaching Award and named to the UT System Academy of Distinguished Teachers. Her research is interested in writing with technology, teaching with technology, writing program administration, and working with second language writers. She teaches courses on Writing Program Administration as well as Rhetoric and Technology. She has served on a variety of national committees including the WPA Outcomes

Statement task force and the NCTE College Section Steering Committee.

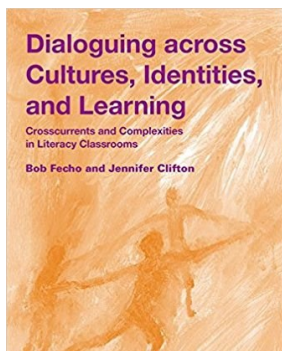
Dr. Laura Gonzales, New Faculty



A native of Santa Cruz, Bolivia, Dr. Laura Gonzales and her family came to the US when she was eight years old. Early in her years in US public education, she decided what she wanted to do professionally. That resolve led her to where she is: Dr. Gonzales graduated from Michigan State University, where she studied and taught digital rhetoric and professional writing. Dr. Gonzales was awarded the 2016 Sweetland/UM Press Book Prize for her forthcoming book, entitled *Sites of Translation: What Multilinguals Can Teach us about Rhetoric, Writing, and Technology*. In her book, Dr. Gonzales articulates a new method for studying translation practices of multilingual communicators, arguing that individuals who translate layer a variety of cultural, rhetorical, and technical strategies to accomplish their work. Dr. Gonzales is a prolific scholar, having authored or co-authored five refereed articles or book chapters with four more forthcoming. She has been the PI on and recipient of many

grants, worked in industry, and written numerous non-refereed online pieces. She credits literally dozens of conference presentations and other speaking engagements to her portfolio. But most significantly, Dr. Gonzales talks very clearly and passionately about students, the assets they bring to their education, the roles they play in the research we do, and how they teach us to listen differently.

NEW BOOKS



Dialoguing across Cultures, Identities, and Learning: Crosscurrents and Complexities in Literacy Classrooms

Dr. Jennifer Clifton and Dr. Bob Fecho

Drawing on Dialogical Self Theory, this book presents a new framework for social and cultural identity construction in the literacy classroom, offering possibilities for how teachers

might adjust their pedagogy to better support the range of cultural stances present in all classrooms. In the complex multicultural/multiethnic/multilingual contexts of learning in and out of school spaces today, students and teachers are constantly dialoguing across cultures, both internally and externally, and these cultures are in dialogue with each other. The authors unpack some of the complexity of culture and identity, what people do with culture and identity, and how people navigate multiple cultures and identities. Readers are invited to re-examine how they view different cultures and the roles these play in their lives, and to dialogue with the authors about cultures, learning, literacy, identity, and agency.

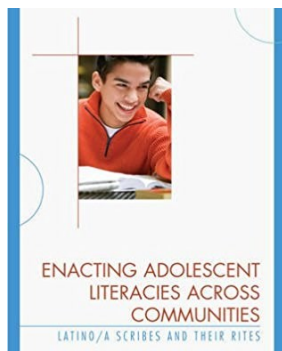


Argument As Dialogue Across Difference: Engaging Youth in Public Literacies

Dr. Jennifer Clifton

In the spirit of models of argument starting with inquiry, this book starts with a question: What might it mean to teach argument in ways that open up spaces for

change—changes of mind, changes of practice and policy, changes in ways of talking and relating? The author explores teaching argument in ways that take into account the complexities and pluralities young people face as they attempt to enact local and global citizenship with others who may reasonably disagree. The focus is foremost on social action—the hard, hopeful work of finding productive ways forward in contexts where people need to work together across difference to get something worthwhile done.

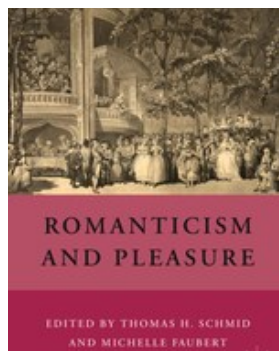


Enacting Adolescent Literacies across Communities: Latino/a Scribes and Their Rites

Dr. R. Joseph Rodríguez

Enacting Adolescent Literacies across Communities: Latino/a Scribes and Their Rites analyzes Latino/a adolescents' engagement with the elements of literacy for

English language arts learning and understanding. How young people enact literacies in their bicultural lives and understand literary traditions today reveals their own interests in democracy, equity, and opportunity. Moreover, the rites they perform often recover buried histories, mirrors, and stories similar to the pre-Columbian scribes whose intellectual legacy is relevant in the twenty-first century.



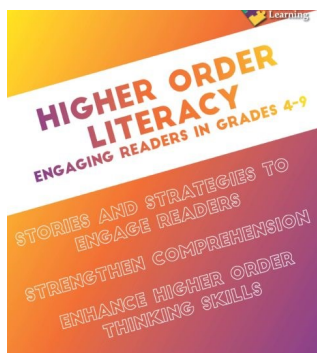
Romanticism and Pleasure

Dr. Tom Schmid & Dr. Michelle Faubert

In this text nine scholars discuss the aesthetics, culture, and science of pleasure in the Romantic period. Richard Sha, Denise Gigante, and Anya Taylor, among others, make a

timely contribution to recent debates about issues of pleasure, taste, and appetite by looking anew at the work of figures such as Byron, Coleridge, and Austen.

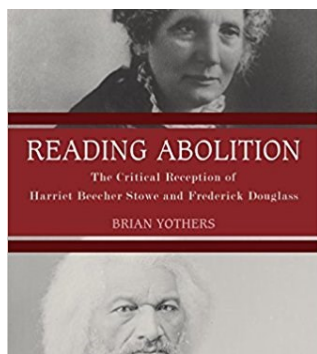
NEW BOOKS



Higher Order Literacy: Stories and Strategies to Engage Readers, Strengthen Reading Comprehension, and Enhance Higher Order Thinking Skills for Grades 4-9

Dr. Keith Polette

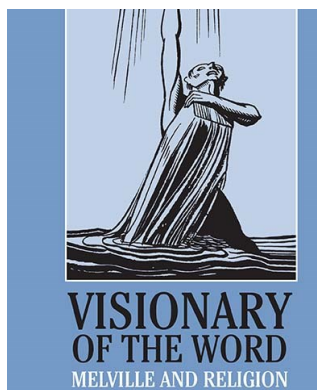
This book is predicated upon the premise that children learn most effectively and efficiently by becoming active participants in the process of reading and comprehending. Quite simply, this means that children learn least when they sit passively for hours and read and respond to material in which they are not both mentally and emotionally engaged. One approach which allows and encourages children to become more involved in learning is what this book is all about: Higher Order Literacy. Higher Order Literacy is not a system, or a specific set of strategies, but it is rather a different kind of educational orientation which places the student at the center of the learning situation. Consequently, Higher Order Literacy relies heavily upon the perceptions and experiences that the student brings to the classroom every day since these experiences are the base upon which reading engagement and comprehension are built.



Reading Abolition: The Critical Reception of Harriet Beecher Stowe and Frederick Douglass

Dr. Brian Yothers

Harriet Beecher Stowe and Frederick Douglass represent a crucial strand in nineteenth-century American literature: the struggle for the abolition of slavery. Yet there has been no thoroughgoing discussion of the critical reception of these two giants of abolitionist literature. *Reading Abolition* narrates and explores the parallels between Stowe's critical reception and Douglass's. The book begins with Stowe's *Uncle Tom's Cabin*, considering its initial celebration as a work of genius and conscience, its subsequent dismissal in the early twentieth century as anti-Southern and in the mid-twentieth century as racially stereotypical, and finally its recent recovery as a classic of women's, religious, and political fiction. It also considers the reception of Stowe's other, less well-known novels, non-fictional works, and poetry, and how engaging the full Stowe canon has changed the shape of Stowe studies. The second half of the study deals with the reception of Douglass both as a writer of three autobiographies that helped to define the contours of African American autobiography for later writers and critics and as an extraordinarily eloquent and influential orator and journalist. *Reading Abolition* shows that Stowe's and Douglass's critical destinies have long been intertwined, with questions about race, gender, nationalism, religion, and the nature of literary and rhetorical genius playing crucial roles in critical considerations of both figures.



Visionary of the Word: Melville and Religion,

Dr. Brian Yothers and Dr. Jonathan A. Cook

Visionary of the Word brings together the latest scholarship on Herman Melville's treatment of religion across his long career as a writer of fiction and poetry. The volume suggests the broad range of Melville's religious concerns, including his engagement with the denominational divisions of American Christianity, his dialogue with transatlantic currents in nineteenth-century religious thought, his consideration of theological and philosophical questions related to the problem of evil and determinism versus free will, and his representation of the global contact among differing faiths and cultures. These essays constitute a capacious response to the many avenues through which Melville interacted with religious faith, doubt, and secularization throughout his career, advancing our understanding of Melville as a visionary interpreter of religious experience who remains resonant in our own religiously complex era.

resonant in our own religiously complex era.

FACULTY PUBLICATIONS

Dr. Meredith E. Abarca's and **Joshua R. Colby's**, Special Issue, "Food, Memory, Narrative" for *Food and Foodways* Vo. 24, No. 1-2, 2016, previously published online, has now been released in print by Routledge. The issue includes a co-authored introduction with Colby, "Food memories seasoning the narratives of our lives," and five original articles. Print released, October 2016.

Dr. Beth Brunk-Chavez and **Dr. Kate Mangelsdorf** have co-authored (with several faculty from NMSU) "When the First Language You Use Is Not English: Challenges of Language Minority College Composition Students," which appears in *Linguistically Diverse Immigrant and Resident Writers*, eds. Christina Ortmeier-Hooper and Todd Ruecker (Routledge, 2016).

Dr. Ruben Espinosa's essay, "Stranger Shakespeare," was published in *Shakespeare Quarterly* 67.1 (Spring 2016), as part of a *Shakespeare Quarterly* special issue on Race and Shakespeare, guest edited by Peter Erickson and Kim Hall. It is available at <http://muse.jhu.edu/issue/34010>

Dr. Laura Gonzales's article (co-authored with Heather Noel Turner from Michigan State), "Converging Fields, Expanding Outcomes: Technical Communication, Translation, and Design at a Non-Profit Organization" was published in *Technical Communication* and is available at <https://www.stc.org/notebook/2017/03/02/2017-may-special-issue-technical-communication-globalizinglocalizing-user-experience/>

Dr. Laura Gonzales's essay "Using ELAN Video Coding Software to Visualize the Rhetorics of Translation" was published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* and is available at http://praxis.technorhetoric.net/tiki-index.php?page=PraxisWiki:_:ELAN

Dr. Maryse Jayasuriya's essay "'Oh, Oh Colombo': Carl Muller's Palimpsestic Urban Elegy in Colombo: A Novel" was published in *Postcolonial Urban Outcasts: City Margins in South Asian Literature*, edited by Madhurima Chakraborty and Umme Al-Wazedi (Routledge, October 14, 2016).

Dr. Jonna Perrillo published a blog post entitled "Teaching Resistance in Unjust Times" in her capacity as NCTE Historian. It is available at <http://blogs.ncte.org/index.php/2017/02/teaching-resistance-unjust-times/>

Dr. Theresa Quezada's chapter, "Teaching the Frameworks for Writing and Information Literacy: A Case Study from the Health Sciences," was published in *Rewired: Research-Writing Partnerships within the Frameworks* edited by Randall McClure (ACRL, November 9, 2016).

Dr. Marion Rohrleitner's essay "Refusing the Referendum: Queer Latino Masculinities and Utopian Citizenship in Justin Torres's *We the Animals*" was published in *The European Journal of American Studies* in a Special Issue on "Re-queering the Nation: America's Queer Crisis" (Vol 7 No 3, 2017). It is available at <https://ejas.revues.org/11856>. She published a review of Kathryn Ferguson's *The Haunting of the Mexican Border: A Woman's Journey* (Albuquerque: University of New Mexico Press, 2015) in *American Literary History*.

Dr. R. Joseph Rodríguez's multimodal essay on writing and adolescent literacies appeared in the literacy blog of the National Council of Teachers of English. The essay is titled "'Keeping Going': On Writing and Adolescent Literacies for Social Responsibility" and references a poem by Seamus Heaney. It is available at <http://blogs.ncte.org/index.php/2017/01/keeping-going-writing-adolescent-literacies-social-responsibility/>. Dr. Rodríguez published

FACULTY PUBLICATIONS (CONT.)

“There is No Hiding from the Self’: A Conversation with YA Literature Author Isabel Quintero” in the journal *Study and Scrutiny: Research on Young Adult Literature*, 2 (1), 87–99. He also published a book review on the middle-grade novel *Zack Delacruz: Me and My Big Mouth* (2015) in *SIGNAL Journal: the Journal of the International Literacy Association’s Special Interest Group, Network on Adolescent Literature*, 39(2), 65–66. Dr. Rodríguez published “We Are Our Stories: A Conversation with Jeff Anderson” in the NCTE journal *Voices from the Middle* (Sept. 2016, Vol. 24, No. 1), pp. 48–51. Dr. Rodríguez published “‘The Poem Is Evidence of Hope’: A Conversation with José Antonio Rodríguez” in the journal *Paterson Literary Review* 44 (2016–2017), p. 287–296. José Antonio Rodríguez (The University of Texas Rio Grande Valley, College of Fine Arts, Department of Creative Writing) is the author of the poetry volumes *The Shallow End of Sleep* and *Backlit Hour*. Lastly, Dr. Rodríguez was interviewed by Pat Mora, author and UTEP alumna, for the Creativity Salon, a web blog to promote literacy and literature. The interview includes a discussion on the creative self, literacy studies research, and the art of reading and writing. His interview can be accessed here: <http://www.patmora.com/creativity-salon-interview-r-joseph-rodriguez/>

Dr. Tony Stafford’s essay “Albee’s *The Goat* and the American Pastoral Tradition” was published in the first volume of “New Perspectives on Edward Albee,” *Edward Albee and Absurdism*, edited by Michael Y. Bennett (Brill, 2017). His essay “Edward Albee’s *The Goat*, or *Who Is Sylvia?* and the Pastoral Tradition,” was published in *Perspective on Edward Albee Studies*, 2016.

Dr. Brian Yothers’s review of *Transatlantic Poe: Eliot, Williams, and Huxley, Readers of the French Poe*, by Maria Filippakopoulou, was published in *Translation and Literature* vol. 25, no. 3, pp. 395-399. It is available at <http://www.eupublishing.com/doi/abs/10.3366/tal.2016.0266> His essay, “The Genius of the Saint: Harriet Beecher Stowe’s Moral Artistry,” was published in *Critical Approaches to Literature: Moral*, edited by Robert C. Evans (Ipswich: Salem Press, 2017, pp. 36-49). A transcript of his talk “Poetic Voices,” from last summer’s Humanities Texas Institute on “Teaching the American Literary Tradition” was published in the April Humanities Texas Newsletter and is available at <http://www.humanitiestexas.org/news/articles/poetic-voices>

Upcoming Publications:

Dr. Isabel Baca received an advanced contract from SUNY Press for a book titled *Bordered Writers: Lessons Learned at Hispanic-Serving Institutions*, co-edited by Drs. Susan Wolff-Murphy and Yndalecio Hinojosa, both from Texas A & M - Corpus Christi.

Dr. Ezra Cappell’s edited collection *Off the Derech: Leaving Orthodox Judaism in the Modern World*, is now under contract with SUNY Press.

Dr. Kate Mangelsdorf just signed a contract with Routledge for a book called *Graduate Students’ Experiences Becoming Qualitative Researchers and Scholarly Writers: An Ethnographic Study*, co-authored by Char Ullman and Jair Munoz from Teacher Ed.

Dr. Joe Ortiz received a book contract from Routledge for his forthcoming edition of John Taverner’s *On the Origin and Progress of Musical Arts* (1610), which will be published as part of Routledge’s *Music Theory in Britain* series.

Dr. R. Joseph Rodríguez received a contract from Routledge / Taylor & Francis Group for the literary criticism and literacy studies book titled *Culturally Responsive Teaching through Inclusive Young Adult Literature: Critical Perspectives and Conversations*. The single-author book is slated for release in Spring 2018.

Dr. Brian Yothers received a contract from the University of Massachusetts press for the essay collection *Above the American Renaissance*, co-edited with Harold K. Bush. The volume is slated for a Spring 2018 release.

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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The Folio was designed by Randi Bossie, and co-edited by Paul LaPrade and Randi Bossie

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