



Notable Alumna: Dr. Cristina D. Ramírez

Dr. Cristina Ramírez's scholarly journey began in UTEP's English Department, where she earned three degrees, culminating in 2009 with a Ph.D. in Rhetoric and Composition under the direction of Dr. Beth Brunk-Chavez. This foundation has since led to archival research in Mexico and the U.S. Southwest, an associate professorship at the University of Arizona, and a prolific writing career exploring the contributions of Mexican and Mexican American women writers. In a career defined by transcending boundaries and rediscovering forgotten voices, Dr. Ramírez is now embarking on her most exciting project yet, a book manuscript that is bringing her back home to shed light on a talented writer and the community she represents.



Dr. Ramírez's deep investment in her community was forged not only through her studies in UTEP's English Department, but also through her family's century-long history and roots in El Paso and her experiences teaching at area schools for over a decade. Mentorship also played a key role in her development as a scholar. Working with the West Texas Writing Project inspired Dr. Ramírez to continue her education, and its director at the time, Dr. Keith Pollette, "was an incredible mentor and teacher who always encouraged" her to keep going. Teaching was a way to "go back to the classroom and make an impact," a mission that continues to drive Dr. Ramírez's teaching and scholarship.

When UTEP's Ph.D Program in Rhetoric and Composition launched in 2004, Dr. Ramírez realized it "was absolutely what [she] wanted do to." She joined the second cohort with a passion for Chicana-identity scholarship and representation already in place, and she would soon find that the absence of Chicana voices in the adolescent novels available to her middle and high school students was reflected in the lack of such voices in the Rhetoric and Composition scholarship she was now reading. "This is what I have to write about," Dr. Ramírez recognized, a sense of purpose reaffirmed by reading Shirlene Soto's *Emergence of the Modern Mexican Woman*, and further encouraged by her first experiences conducting archival research under Dr. Carol Clark's guidance.

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COVER STORY (CONTINUED)



These formative experiences led Dr. Ramírez, over Christmas Break in 2006, to board a bus and travel to Durango, Mexico for a trip to the archives that would shape her future as a scholar. At the local library's non-digitized archives, Dr. Ramírez began to search through the newspapers. She knew she had found a historically significant text when she uncovered an issue of *La Bandera Roja* (The Red Banner), a newspaper founded in 1896 in support of Mexico's liberal Constitution of 1857. This particular issue, published in 1900, included a feminine political manifesto written by women, which Dr. Ramírez knew would find its way into her doctoral work – what she didn't realize at the time was how significant this manifesto would be to other scholars, nor how it would help her cultivate the collaborative approach to scholarship that has led to three book projects and made her a leading voice in Latin American Rhetorics.

The first of these books, *Occupying our Space: The Mestiza Rhetorics of Mexican Women Journalists and Activists, 1875-1942* (2015, University of Arizona Press) was recognized by the Coalition of Feminist Scholars in the History of Rhetoric & Composition with the prestigious Winifred Bryan Horner Outstanding Book Award. This recognition serves as a testament to Dr. Ramírez's untiring efforts to discover Latina voices that had been lost to history. She is now collaborating in this timely mission with scholars such as Dr. Jessica Enoch (University of Maryland, College Park), with whom she is co-editing the forthcoming critical anthology *Mestiza Rhetorics: An Anthology of Mexican Activism in the Spanish-Language Press, 1887-1922* (forthcoming 2019, Southern Illinois University Press).

Having dedicated her scholarship to reclaiming a place for Mexican journalists and activists in the period before and after the Mexican Revolution, Dr. Ramírez is now immersing herself in her most deeply personal research project yet: *Barrio Rhetorics of Belonging: The Journey of a Chicana Writing from Chihuahuita to Quinto Sol*. This book will examine the experiences and writings of Dr. Ramírez's grandmother, Ramona González, a talented Chicana writer who in 1973 was published by Editorial Quinto Sol, the influential Chicano publishing house founded in 1967 at UC Berkeley. Ramona González was active in the Chicana movement, and she published five short stories in Quinto Sol's journal, *El Grito: A Journal of Contemporary Mexican-American Thought*, the same journal in which Chicano authors Rudolfo Anaya and Tomás Rivera found their start.

For Dr. Ramírez, Ramona González's writing represents "Chicana literature at its best," a conviction reaffirmed by Dr. Ramírez's discovery of more than 300 pages of her grandmother's unpublished writings, which focus on El Paso's Chihuahuita neighborhood, a historic immigrant community brought to life through Ramona González's bilingual oral histories "about the people she interacted with during the first half of the twentieth century." Reflecting on her unique relationship to this book project, Dr. Ramírez notes that she could not have written about Ramona González first: "I'm now an established archivist and scholar specializing in recovering Mexican and Mexican-American voices, and now it's time for me to recover my grandmother's."

As she continues the painstaking work of recovering, transcribing, and translating her grandmother's writings, Dr. Ramírez draws from a special source of inspiration: "My grandmother's writing is my impetus to continue writing. It's launching me into the next phase of my career." Ramona González's words remind her granddaughter that "we can write our own realities into existence," and that, "if we can harness that, it's the most powerful thing that we can do." Now, Dr. Ramírez's efforts to recover and amplify her grandmother's unique voice have brought her back to El Paso, where Dr. Ramírez is working on donating Ramona González's papers to UTEP. As she returns to UTEP's Special Collections Department for archival research, Dr. Ramírez sees her scholarly journey coming full circle: "I have no fear of moving forward because I was trained here. It is this frontera and at UTEP where the magic started."

For more insights into Dr. Ramírez's work, listen to her interview with former UTEP professor Dr. Bradley Minnick on KUAR's website: <http://ualrpublicradio.org/post/ocupando-nuestro-puesto>

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 2018 *Folio*, the faculty and students of the department have been very active teachers and scholars this year. We welcomed two Diana S. Natalicio fellows to our Ph.D. Program, added an outstanding new faculty member in the Rhetoric & Writing Studies Program, Dr. Victor Del Hierro, whom you will read about in these pages; and we are excited to welcome two new Visiting Professors to our department: Dr. Eda Ozyesilpinar (Rhetoric & Writing Studies) from Clemson University, and Mónica González Ybarra (English Education) from the University of Colorado, Boulder. This spring we also welcomed Dr. Vivimarie VanderPoorten Medawattegedera, a Fulbright Scholar from Sri Lanka in residence in our department.



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, rebranded 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. To learn more about how the UTEP Edge is making a difference for our students, be sure to read the *Folio's* feature on our department's UTEP Edge Liaison, Dr. Andy Fleck (*p. 4*).

The Department's three programs continue to thrive and award many degrees across all levels, including five 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 under the leadership of Program Director Dr. Terry Quezada. In addition, the Rhetoric & Writing Studies Program is reinvigorating its Bilingual Professional Writing Certificate Program under Dr. Isabel Baca's coordination. The *Folio* profiles Dr. Baca's successful efforts to secure an NEH Humanities Initiatives grant to develop curricula and training for this unique Program (*p. 8*), and it explores the innovative work underway through The Multilingual User Experience Research Center (*p. 6-7*).

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 recently approved Dual Credit Certificate will invite teachers and prospective teachers to enhance their expertise in English. The Department's Literature Program continues to bring first-rate scholars to campus to offer engaging lectures, including this Spring's Literature Lecture by Pulitzer Prize-winning author Dr. John Matteson. In the spirit of High-Impact Practices, the Literature Program continues to offer immersive Study Abroad opportunities, and this year's *Folio* includes features on five prestigious fellowships and grant programs awarded to Literature faculty (*p. 5; p. 9-12*).

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

THE UTEP EDGE

Dr. Andy Fleck



As the English Department's UTEP Edge Liaison, Dr. Andy Fleck works to communicate the department's diverse Edge activities to the College of Liberal Arts. Dr. Fleck describes the UTEP Edge, a 10-year Quality Enhancement Plan centered on high-impact practices, as "a way of hooking students into their education beyond traditional readings, lectures, and essays. The Edge is a way to get students more invested in what they're doing and how they're interacting with their education."

Dr. Fleck sees the English Department fitting into this culture change in important, highly complementary ways. With small class sizes, the English Department offers students "the opportunity to work closely with faculty" through high-impact practices such as study away courses, undergraduate research, and community engaged work. By consolidating and affirming the connections between these varied activities, the Edge invites students to "use what they've already been doing to build something meaningful in their educational careers."

Study away courses are just one high-impact area in which the English Department has thrived, with immersive travel opportunities available in New York City, London, Paris, and England's Lake District. Dr. Fleck counts himself as a "firm believer that study abroad experiences are worth striving for." Reflecting on his experiences as a Fulbright Student during graduate school, Dr. Fleck remarks that it took what he was doing and "put it on a different and higher trajectory." In his own study away courses, Dr. Fleck has observed a similar transformation in students as they begin to see the world and "their education in a different and more vibrant way. The reward on the other side is much higher than you might anticipate."

Dr. Fleck notes that the English Department is prepared to offer dynamic educational experiences and leadership in a number of other UTEP Edge areas such as community engaged work, teamwork, and leadership. With collaborative small-class environments across three programs, the department's graduates "are prepared to communicate effectively, to work in teams, and to facilitate responses to problems. Communication is built into the DNA of every English course."

An important part of Dr. Fleck's role as an Edge Liaison involves highlighting connections between these Edge experiences by working with colleagues "to recognize that a lot of what we do are high-impact practices that really do make a difference" in students' lives. "There are a lot of ways we interact with Edge practices. We're positioned to do that all the time."

UTEP Edge Experiences include the following:

- Capstone Experiences
- Learning Communities
- Community Engagement
- Research and Scholarly Activities
- Creative Activities
- Student Employment
- First-Year Experiences
- Student Leadership
- Internships
- Study Abroad/Study Away

UTEP students will graduate with these skills:

- Leadership
- Confidence
- Problem-solving
- Global awareness
- Communication
- Teamwork
- Entrepreneurship
- Critical thinking
- Social responsibility

HSI PATHWAYS PROGRAM

Dr. Maryse Jayasuriya

Dr. Maryse Jayasuriya serves many roles at UTEP: she is an associate professor in the English Department, she is an associate dean of Liberal Arts, and she is now the principal investigator for The Hispanic Serving Institutions (HSI) Pathways to the Professoriate Program. The HSI Pathways Program is an innovative collaboration between eight institutions with the primary goal of preparing undergraduate students in the humanities to continue on to a graduate program and pursue a career in the humanities professoriate. Of the eight institutions participating in the program, three are Hispanic Serving Institutions (HSIs): California State University Northridge, Florida International University, and the University of Texas at El Paso. These three HSIs are paired with five Major Research Institutions (MRIs): New York University (NYU), Northwestern University, University of California Berkeley, University of California Davis, and the University of Pennsylvania. Thirty students are selected each year from the HSIs; these students are partnered with a mentor, enrolled in a summer seminar, and tasked with creating a research project they will present at a research conference.



Dr. Natalicio with the second HSI Pathways cohort.

HSI Pathways is funded by the Andrew W. Mellon foundation. It started in January of 2016 and will run through December 2020, during which time it will serve three cohorts. Ultimately, ninety students—thirty from each HSI—will benefit from this program. According to Dr. Jayasuriya, “the primary goal is to increase the number of students from diverse backgrounds who go to doctoral programs in the humanities specifically,” with the ultimate goal of increasing the diversity of the professoriate. UTEP celebrated the induction of the second HSI Pathways cohort on December 18, 2017.

Of the many benefits of HSI Pathways, Dr. Jayasuriya describes the mentoring aspect as “One of the best things about this program. Each Fellow is matched up with the mentor so they’ll be working closely with their mentor to create their research project.” There are ten faculty mentors for the program: Dr. Ruben Espinosa, Dr. Meredith Abarca, and Dr. Brian Yothers from the Department of English; Dr. Sam Brunk, Dr. Yolanda Leyva, and Dr. Jeff Shepherd from the Department of History; Dr. Stacey Sowards from the Department of Communication; Dr. Irasema Coronado from the Department of Political Science; Dr. Guillermina (Gina) Nunez-Mchiri from Women and Gender Studies; and Dr. Matt Desing from the Department of Languages and Linguistics. Of the ten students in this cohort, four are English Majors.

Dr. Jayasuriya notes that “The second really important aspect of the program is the six-week intensive summer seminar. It’s almost like boot camp to prepare Fellows for applying to graduate schools and succeeding in graduate programs.” During this time, students participate in workshops and presentations that prepare them for the GRE, graduate school applications, and presenting their research projects. They also receive information on wellness and maintaining balance in their lives. This summer’s seminar will be from May 29th to July 6th.

To apply for the next cohort, students must be a junior at the beginning of the 2018 academic year. Interested students must also be seeking a humanities degree, or a degree in a humanities-related field. Dr. Jayasuriya encourages students to be on the lookout for information sessions in the Fall 2018 semester, when the application window will open. Finally, Dr. Jayasuriya highlights the power and opportunity of the HSI Pathways program: “I keep telling the Fellows that I wish I had this kind of program when I was an undergrad. Most of us in the professoriate figured out how to get into graduate programs and what was required of us as graduate students only through trial and error. In the HSI Pathways Program, Fellows will learn what they need to know by means of a streamlined process that they’re going to enjoy.”

MULTILINGUAL USER EXPERIENCE RESEARCH CENTER

Dr. Laura Gonzales and Dr. Lucía Durá

Dr. Laura Gonzales and Dr. Lucía Durá were selected by the Conference on College Composition and Communication for a 2017-2018 Research Initiative grant of \$10,000 for their project “Multilingual Technology Design in Community Healthcare Contexts.” This research project will build on the success of last Fall’s Multilingual UX (User Experience) Symposium, which was organized by Dr. Gonzales and hosted at UTEP and the El Paso Museum of Art. The 2017 Multilingual UX Symposium brought together a diverse group of researchers, translators, tech designers, tech communicators, students, teachers, and artists who gathered for an exploration of ethical technical design from a user-design perspective. With over 100 participants from more than 20 institutions, the Symposium emphasized community relationships, showcasing organizations from El Paso, Ciudad Juárez, and Michigan.

Dr. Gonzales reflects that the Symposium’s greatest success was its facilitation of collaborative relationships, with participants noting that they valued the opportunity to contribute to the creation of a community-driven space. Many of these participants have become partners with the Multilingual User Experience Research Center, creating a robust network of affiliated researchers who will carry the project forward. This multifaceted approach reflects Dr. Gonzales’ vision of cultivating a locally rooted research center with global dimensions, as she believes that “it makes us all smarter when we have collaborators who bring expertise and knowledge that we may not have.”

Dr. Gonzales emphatically thanks the Ph.D. students who made the Symposium possible by doing everything from designing materials and setting up to picking people up at the airport. She would also like to acknowledge the English Department, the RWS faculty, the El Paso Museum of Art, and DUKES Comics.

The Research Center’s primary initiative for the next year is titled “Multilingual Technology Design in Community Healthcare Contexts.” Dr. Gonzales and Dr. Durá will collaborate with and mentor three graduate research assistants—Maria Isela Maier, Patricia Flores, and Elvira Carrizal-Dukes—who are funded through the 2017-2018 CCCC Research Initiative. “Multilingual Technology Design” comprises three research projects that synthesize literacy, health, and wellness with a multilingual user-design approach. The first is a collaborative project with Dr. Jeannie Concha, an Assistant Professor of Public Health at UTEP, focused on health communication about diabetes through the mechanical terminology of cars. The Diabetes Garage project involves bilingual focus-group testing, as it seeks to effectively communicate health concepts to men by moving beyond scientific explanations towards a user-centered, practical model that they can apply in their everyday lives.

The second research project builds on Dr. Durá’s long-standing work with the El Paso Housing Authority. Drawing from this community relationship, Dr. Durá, Dr. Gonzales, and Dr. Victor Del Hierro will examine health communication from a cultural and linguistic perspective. By exploring how people construct their understandings of health and wellness at a grassroots level, this project seeks to gain insight into the interplay between diverse health-care resources, including medical, family, and community sources of knowledge. This research will guide the creation of an electronic resource, such as a website, that communicates health and wellness information from a community-oriented, user-design perspective. Dr. Durá notes that this project is “meant to complement traditional, mainstream, medically based understandings. We’re not putting science and medicine in opposition to culture, but situating them so people can make sense of them holistically: in line with the UTEP Edge, how do you leverage your own assets when you’re looking at medical and scientific knowledge?”



Dr. Durá speaking to a group of doctors.

MULTILINGUAL USER EXPERIENCE RESEARCH CENTER

The Research Center's third CCCC Research Initiative grant project is a partnership with Dr. Guillermina Solis, an Assistant Professor of Nursing at UTEP, on a survey tool that examines end-of-life terminology in English and Spanish. Dr. Durá notes that "there is a strong need for better end-of-life decisions and conversations, especially in Latino populations." Thus, this research project seeks to understand and improve end-of-life decision making by addressing language gaps and creating tools that reach more people on the border.

As she looks forward to the Research Center's upcoming projects on Multilingual Technology Design in Healthcare, Dr. Gonzales draws inspiration from her experiences as a health care interpreter, which allowed her to see the consequences of communicative barriers in health care contexts. She reflects that "when we think about multilingual technology design, health is one of the big factors that comes to mind where we can really make an intervention."

For this reason, Dr. Gonzales and Dr. Durá have established a relationship with Texas Tech University Health Sciences Center El Paso, where they are conducting a series of workshops. Dr. Gonzales sees this collaboration as a way of ensuring that "when we talk about multilingual user experience, not only are we approaching it from a humanities perspective, but we're also talking with health care providers to achieve a broader, more rigorous perspective on what health care looks like here." Dr. Gonzales notes that "there are so many different elements where language is a critical component of successful health care. As bilingual people who are interested in technical communication and technology design, we can make really powerful interventions if we work together with doctors and health care providers to make health care better and more effective for our community."

Dr. Durá views these research projects as an exciting opportunity to build connections between her area, rhetorics of health and medicine, with Dr. Gonzales' area of multilingual user design. By respecting the legitimacy of grassroots and family knowledge, Dr. Durá seeks to invite students and community members to recognize what they bring to the table by viewing their linguistic richness as an asset rather than a deficit: "When we have very important conversations, if we exclude people on the basis of language, then we're excluding a large segment of the population. All of these research projects are meant to be user centered and asset based; they focus on the humans that are using language, technology, and literacy: the users."



Dr. Gonzales (right) speaking on camera.

The Department of English Dual Credit Certificate

The English Department's recently approved Dual Credit Certificate will enable students in the Master of Education Program to focus their concentration on English courses. This certificate will also be available to students and prospective students who hold a Master's degree and are seeking certification for Dual Credit instruction with a concentration in English. Dual Credit Certificate students will have a diverse menu of options in selecting 18 hours from the Department's offerings. Dr. Lucía Durá and Dr. Jonna Perrillo contributed to the creation of a list of courses designed for students seeking expertise in Dual Credit English instruction. This flexible, student-centered certificate program is for teachers and prospective teachers seeking to enhance and apply their expertise in English through Dual Credit courses, courses that offer a high-school student college credit, at the high-school and community-college levels.

BILINGUAL PROFESSIONAL WRITING CERTIFICATE

Dr. Isabel Baca

Dr. Isabel Baca was awarded a \$100,000 Humanities Initiatives grant by the National Endowment for the Humanities (NEH) to develop curricula for an undergraduate Bilingual Professional Writing Certificate (BPWC) focusing on rhetorical theory, translation theory, and ethics. The Certificate Program will open its doors in the Fall of 2018, and it will be fully available online in the Fall of 2019.

The Bilingual Professional Writing Certificate reflects UTEP's unique position as a public research university in a border community where more than two thirds of households speak Spanish as the primary language. Dr. Baca believes "we're doing a disservice to students if we don't honor and enhance their literacies." By acknowledging home literacies, the Certificate seeks to help students cultivate increasingly important workplace assets, such as bilingual writing and translation skills, for the mutual benefit of students and their communities. As Director of the Community Writing Partners Program, Dr. Baca works with over twenty non-profit organizations, and she sees a distinct community need for well-trained bilingual writers. She notes that most of her non-profit partners "request bilingual students. They need someone to translate documents for them."



Once Dr. Baca dedicated herself to revitalizing the Bilingual Certificate, which was originally created by Dr. Elaine Frederickson in 2000, she knew she would need to seek grants in order to train faculty and develop a robust redesigned curriculum. Dr. Baca credits Dr. R. Joseph Rodríguez, who hosted an NEH 2017 Summer Institute at UTEP, for encouraging her to apply for an NEH grant, and for advising her to reach out to NEH Officers for feedback throughout the process of drafting her proposal. Dr. Victoria Sams, an NEH Program Officer, provided invaluable advice that helped Dr. Baca firmly root the Certificate Program within the Humanities while articulating the Certificate's emphasis on cultivating ethical writers and translators.

This resulted in a successful grant application that will have multifaceted benefits for the Certificate Program and its students. In addition to supporting training and curriculum development, the NEH grant will provide for the purchase of translation software, outreach, and hiring a student assistant. Furthermore, the NEH grant facilitated the creation of a truly collaborative leadership team that includes Dr. Baca, Director; Victoria García, Associate Director and Director of Translation Services at UTEP; Dr. Maggy Smith, Chair of English; Dr. María Socorro Tabuenca, Chair of Languages & Linguistics; and Dr. Sara Potter, Director of Translation; with a Core Faculty group of Dr. Baca, Dr. Terry Quezada, and Dr. Theresa Donovan. Juan Moises (Moy) Garcia Renteria, a Ph.D. student, will join the leadership team this summer as Assistant Director to the BPWC.

Dr. Baca wishes to thank the National Endowment for the Humanities, and to acknowledge additional contributions and support from the Certificate Program's Associate Director, Victoria García; Maria Hernandez, from the Office of Research and Sponsored Projects; Dr. Evelyn Posey; Dr. Josie Tinajero; and the NEH's Richard Pettit.

The following graduate students received Department of English Awards:

RWS Nuestra Gente Award: Elvira Carrizal-Dukes, \$1000

RWS Nuestra Gente Award, Honorable Mention: Suresh Lohani, \$200

Community Engagement Award: Jennifer Wilhite, \$200

Community Engagement Award: Mrinalkanti Ray, \$200

THE HUMANITIES COLLABORATIVE

Dr. Brian Yothers



Dr. Brian Yothers (right) with Professor Brian Kirby and Professor Margie Nelson Rodriguez.

Dr. Brian Yothers is UTEP's principal investigator for a more than \$2 million Andrew W. Mellon Foundation grant for The Humanities Collaborative, a partnership between UTEP and EPCC's humanities programs. The goal of the Mellon Foundation-funded grant is to enrich humanities coursework, reach out to the community, develop internships and other high-impact practices, and increase the connection between humanities programs at the two institutions. Dr. Yothers notes that the Mellon Foundation "tends to come to institutions and invite them to apply. There was already a connection through the HSI Pathways program, which is a Mellon-funded grant, and they approached us and described their initiative that involves partnerships between community colleges and research universities." The Mellon Foundation invited UTEP and EPCC to apply, and in total awarded \$2.04 million; \$1.38 million is allocated to UTEP, while a little over \$650,000 is allocated to EPCC.

Dr. Yothers, along with his partners at EPCC—Associate Professors Margie Nelson Rodriguez and Brian Kirby, who are EPCC's principal co-investigators—has proposed a plan that will allow "students at the community-college level or in dual credit or early college high school classes who are interested in the humanities to see a pathway to majoring in humanities in their college career." The plan centers on faculty

and student fellows at both institutions. The faculty fellows will work alongside the student fellows, and each spring participants will produce a public showcase focused on engaging with the community. The proposed showcase will feature public lectures, symposia, and collaborations between the arts and the humanities. Dr. Yothers views the NEH-funded Music Unwound program as one possible model for this future showcase, and he emphasizes the cross-campus focus of the showcase. In addition to establishing strong connections with a few EPCC students, "we also want to see this public programming as an opportunity for EPCC students to come to UTEP, and

also for faculty and students at UTEP to participate in activities that are hosted on one of the EPCC campuses. So the public programming will be at both locations."

The goal of the grant is to enrich humanities coursework, reach out to the community, develop internships and other high-impact practices, and increase the connection between humanities programs at the two institutions.

Dr. Yothers asserts that there are many opportunities for this grant to enrich and highlight the high-impact practices of the Department of English. The "asset-based principle [of the UTEP Edge] is something that fits in nicely with this program," as students will take initiative in helping develop community programming. Furthermore, the grant will fund paid internships so that students have the ability to collaborate with humanities-based faculty and organizations. While the grant does not directly pay for student travel, "it does add the possibility that some of the study abroad and study away programs can feed into internships as well." Dr. Yothers emphasizes that, "in either case, it's going to highlight the assets our students have" and enhance the "true partnership between UTEP and EPCC."

NEH AWARD FOR FACULTY GRANT

Dr. Robert Gunn



Dr. Robert Gunn was awarded a \$54,000 Award for Faculty Grant by the National Endowment for the Humanities (NEH) to support his research for his next book. His first book—*Ethnology and Empire: Languages, Literature, and the Making of the North American Borderlands* (2015, NYU Press)—received the 2016 Early American Literature Book Prize. Dr. Gunn says, “this project builds on my first book in the sense that it is interested in looking at contested geographies and cultural practices in the southwest in the middle of the 19th century.” However, while his first book focuses on “languages and various linguistic collection projects and how that was tied to acts of imperialisms,” in his next book, Dr. Gunn will investigate “temporalities and various other kinds of timekeeping practices that people used to orient themselves to the world and to understanding of space across this area.”

Dr. Gunn’s NEH grant comes on the heels of last year’s Arts and Humanities Career Enhancement Award, which also supported his second book project, *American Horologies: Literature, Timekeeping, and the Production of Space in Early Western North America*. The Career Enhancement Award “was most useful for how it helped me redefine some things and prioritize some paths forward,

and really clarify what I need to do this next year. It was really great on its own, but the fact that I have this to follow up on it is going to help me make more of that experience.”

The NEH grant will provide Dr. Gunn with invaluable time to focus on research and writing. Dr. Gunn reflects that “the resource most in demand is research time and the space needed for writing and diving into archives. We train ourselves to do that and accomplish those things on the margins of our other responsibilities, but it can really help when it’s the main thing you’re working on. I’ll be able to focus on this project for a full calendar year.” While Dr. Gunn will spend some time writing at UTEP, he also plans to visit archives in Albuquerque, as well as the Palace of the Governors Museum in Sante Fe. He intends to spend more time in indigenous locations in New Mexico, particularly Acoma and El Morro, which hosts some of the earliest traveler graffiti in North America written on top of petroglyphs. He also plans to visit The D’Arcy McNickle Center for American Indian

and Indigenous Studies in Chicago, as well as the Missouri Historical Society in St. Louis to learn more about the Sante Fe Trail.

Dr. Gunn will investigate

“temporalities and various other kinds of timekeeping practices that people used to orient themselves to the world and to understanding of space across this area.”

Dr. Gunn wishes to thank Dr. Jonna Perrillo for being “a sounding board for my ideas as well as a reader of my work.” Dr. Maggy Smith and Dr. Tom Schmid have “been wonderful in offering support for this project from the start and paving the way for me to accept it.” Dr. Gunn also praises Dr. John Wiebe’s work drafting a policy to create the institutional support that “makes it possible for faculty to accept these kinds of fellowships.”

ACLS RESIDENTIAL FELLOWSHIP

Dr. Joseph Ortiz

As a 2016/2017 Frederick Burkhardt Residential Fellow, Dr. Joe Ortiz earned an extraordinary year-long research experience at the Folger Shakespeare Library in Washington, D.C. He also became the first UTEP faculty member to win a long-term fellowship from the American Council of Learned Societies (ACLS), which had previously only awarded the prestigious Burkhardt fellowship to applicants from Tier 1 universities and elite liberal arts colleges. This UTEP milestone provided Dr. Ortiz with the invaluable opportunity to conceptualize and research an ambitious book project titled *Against Translation*, which explores form and translation in Renaissance literature.

The theme of classical reception links this project with Dr. Ortiz's first book, *Broken Harmony: Shakespeare and the Politics of Music* (2011, Cornell University Press). At the Folger Shakespeare Library, Dr. Ortiz had the time and resources to cultivate *Against Translation* into an increasingly comparative study of Epic form and translation through the Classical and Renaissance periods. The Folger provided an ideal setting for the exhaustive work of conceptualizing and researching this project, as Dr. Ortiz joined "a very nice community of scholars in the field of Renaissance."

This sense of community extended to the Folger Library's staff, who welcome visiting scholars to help them learn more about the unique texts available in their collection. Dr. Ortiz delivered a presentation on the Library's Virgil collection, a theme to which he returned on April 13th for a UTEP History Seminar titled "Mapping Virgil in the New World: Gaspar Pérez de Villagrà's *Historia de la Nueva México*."

As he looks forward to a month-long return visit to the Folger Shakespeare Library, Dr. Ortiz has completed the intensive groundwork of drafting the first half of *Against Translation*. This unique research experience, and the prestigious ACLS fellowship that made it possible, have reinvigorated Dr. Ortiz's fascination with Virgil's reception in Renaissance literature - an interest that dates back to graduate school. Reflecting on his year as a Burkhardt Residential Fellow, Dr. Ortiz encourages other faculty to apply, noting that, not only are these kinds of fellowships invaluable, but they are "entirely possible."



BROKEN HARMONY

Shakespeare and the Politics of Music



JOSEPH M. ORTIZ

HARVARD WSRP RESEARCH ASSOCIATE

Dr. Barbara Zimbalist



Dr. Barbara Zimbalist was selected as one of five research associates for Harvard's Women's Studies in Religion Program (WSRP). During this ten-month appointment as a Visiting Assistant Professor of Women's Studies and Catholicism, she will reside in Cambridge, teach one class, and deliver a lecture on her research. Dr. Zimbalist's work "is about medieval women's religious writing. And that's exactly what this program is about—it's about the history of gender in religion, and my particular focus in that is the literary tradition."

The WSRP fellowship will be invaluable to Dr. Zimbalist's research; during this time, she plans to finish her first book, *Translating Christ in the Middle Ages: Visionary Translation, Divine Rhetoric, and Verbal Devotion in England, France, and the Low Countries*. She hopes to "finish revisions by fall so that by spring I can start working on my second book. When I was a graduate student I was a Fulbright scholar, and I did so much research that I have material not only for this book, but for my next. I can return to that research, and I can start working on my next project." She is also looking forward to being "in a physical location with other medieval scholars. It'll be a good opportunity to reconnect with my field and investigate avenues of research. Seeing

the big picture can provide a good perspective on how our work fits in." She will begin work on her second book, which will be a study of a single woman: Saint Lutgarde, a 13th century figure Dr. Zimbalist describes as "the Low Countries' version of La Virgen de Guadalupe...she was super popular in her day and for her region." Saint Lutgarde's *Vita*, which was originally in Latin, was translated into Dutch poetry and Dutch prose shortly after her death. Dr. Zimbalist reflects, "I'm really interested in that linguistic transfer and transmission," and "I think that popularity and that it was so quickly translated shows a lot of the appetite that readers of the high middle ages had for contemporary figures."

Furthermore, Dr. Zimbalist sees this fellowship as an opportunity to enrich UTEP and the Department of English. She endeavors "to build connections between our department and women's studies and religious studies." She will also pilot a class at Harvard Divinity School titled "Women and Mysticism from Medieval Europe to Modern America," which she hopes to teach at UTEP in the future.

"All of the faculty here are so active in publishing and getting grants, and I really feel like I have to measure up to them and follow their example. Having active senior colleagues has been absolutely the most important thing to me in showing what I need to do and what I can do."

Dr. Zimbalist is also the 2018 recipient of the Department of English Excellence in Teaching Award. She reflects that the award is "the thing that I'm most proud of here at UTEP. It feels hugely validating that my colleagues recognize and value what I do in research and the classroom." She credits the faculty in the Department of English for much of her energy and motivation. She says her colleagues are "the ultimate role models for me. All of the faculty here are so active in publishing and getting grants, and I really feel like I have to measure up to them and follow their example. Having active senior colleagues has been absolutely the most important thing to me in showing what I need to do and what I can do."

NEW FACULTY

Dr. Victor Del Hierro

Last Fall, Dr. Victor Del Hierro joined the English Department as an Assistant Professor in the Rhetoric and Writing Studies Program. Dr. Del Hierro earned his Ph.D. from Michigan State University. His dissertation, “What it Do?: Houston Hip Hop, Ciphers, Migration, and Borderlands,” offers a way of looking at and valuing migration as a way for scholars to understand “the flow of communication practices and information systems within the context of local cultures.”

Dr. Del Hierro describes his research as sitting “on the intersection between technical communication and cultural rhetorics,” reflecting the movement within these fields to engage with social justice concerns through diverse forms of communication. Dr. Del Hierro’s work synthesizes this disciplinary migration with his own longstanding interest in “distinct voices and ways of communicating within hip hop culture.” He is fascinated by hip hop’s emergence “from a borough in New York City” into a global phenomenon that nonetheless maintains a special connection to and universality within marginalized communities. Drawing from hip hop’s unique cultural position, Dr. Del Hierro’s scholarship explores how it “continues to migrate and how we can leverage it to develop pedagogies and strategies” that engage with our communities.

This interest in hip hop’s dynamic “communication systems and places of practice” led Dr. Del Hierro to the University of Houston’s Hip Hop Research Collection, where he has immersed himself in archival research to map out “signifiers that represent areas, sounds, and collaborations.” DJ Screw, an influential hip hop artist who released over 200 mixtapes, has become a special focus of Dr. Del Hierro’s research, and the University of Houston’s DJ Screw Papers provide a window into this stylistic and technical innovator, whose music represents a constant form of mode-switching “from listening, to creating new lists, to creating tapes.” For Dr. Del Hierro, hip hop’s dynamic communication practices ultimately represent a means for forming community.

A native of El Paso, Dr. Del Hierro returns home with a new perspective on UTEP and on his home town. The geography of the borderlands and its impact on El Paso as an urban city has helped him understand and articulate the unique culture and language of the community. Dr. Del Hierro enjoys sharing this with UTEP’s students, whom he praises for being especially efficient, hardworking, and motivated. Dr. Del Hierro notes that he “always wanted to come back here to teach... I don’t remember having any professors from El Paso.” He reflects that, “I left UTEP with a History degree, and I was unaware of the Rhetoric Program.” Since his return, Dr. Del Hierro has enjoyed getting to know the RWS faculty and students, noting that it is by far one of the most unique programs in the country.



Dr. Del Hierro describes his research as sitting “on the intersection between technical communication and cultural rhetorics,” reflecting the movement within these fields to engage with social justice concerns through diverse forms of communication.

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 November 17th, 2017, UTEP's chapter of Sigma Tau Delta held an induction ceremony to celebrate 10 new members.

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.

SPRING 2018 SYMPOSIUM

UTEP FRONTERA RETÓRICA



SYMPOSIUM AGENDA

APRIL 2018

CENTENNIAL MUSEUM @UTEP

Friday, April 20th

REGISTRATION AND RECEPTION
9:00am to 10:00am

GRADUATE STUDENT PANELS
10:00am to 11:30am

LUNCH & NETWORKING (RSVP BY 4/16)
11:30am to 12:30pm [mmaier@utep.edu](mailto:mmailer@utep.edu) to RSVP

KEYNOTE SPEAKER - ALISON CARDINAL
12:30pm to 1:45pm

"How Literacy Flows On Screen: Lessons From A Participatory Video Project"

Alison Cardinal

Alison Cardinal is a Lecturer in Writing Studies at the University of Washington Tacoma, and a Ph.D. candidate at the University of Washington. In her research, she uses participatory video methods, a feminist and anti-oppressive approach to co-investigate students' language and literacy practices across contexts.



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-Juárez-Las Cruces area. **UTEP Society for Technical Communication (STC)** will merge with Frontera Retórica to harness these chapters' close collaborative relationships and shared interests. Frontera Retórica will include members of the

Rhetoric Society of America and the Society for Technical Communication.

The organization held its annual Spring Symposium on April 20th, 2018. A highly anticipated event within the RWS Program, the annual Symposium has a history of inviting prominent, innovative scholars in the fields of rhetoric and technical communication. This Spring's event featured Alison Cardinal—a Lecturer in Writing Studies at the University of Washington, Tacoma, and a PhD candidate at the University of Washington—who delivered a presentation on "How Literacy Flows on Screen: Lessons from a Participatory Video Project." In her research, Alison Cardinal uses participatory video methods, a feminist and anti-oppressive approach to co-investigate students' language and literacy practices across contexts. Three Spring 2018 RWS PhD graduates—Dr. Lizbett Tinoco, Dr. Lou Herman, and Dr. RJ Lambert—exchanged diverse perspectives on the dissertation research process in a roundtable discussion session.

Students who are interested in joining Frontera Retórica can learn more by following @RSA_UTEP on Twitter.

STUDENT HIGHLIGHTS

The Rhetoric and Writing Studies PhD program is proud to be home to two recipients of prestigious Natalicio Fellowships, Michael Noricks and Bibhushana Poudyal. These fellowships provide support to doctoral students who are nominated by their doctoral programs and reviewed by a faculty panel.

Michael Noricks, Natalicio Fellow



“As a first-Year PhD student from out-of-state, I was unaware of the Natalicio Fellowship. Thus, it was quite a lovely surprise to discover not only that it existed, but that I was among its recipients. Ultimately, this honor is yet another instance of the tremendous generosity and support I have encountered within the RWS program and, indeed, the broader UTEP community.”

Bibhushana Poudyal, Natalicio Fellow



“The Diana Natalicio Fellowship came as a surprise, a beautiful surprise. As an entering student at UTEP, I am thankful for this academic recognition. Having just started the doctoral program and not knowing where I exactly stand, the Natalicio Fellowship played a significant role in providing me an encouragement to work towards finding my own space in this program by constantly working with others.”

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 2017-2018 academic year:

- **Valerie Cuellar**, Philip Gallagher Scholarship
- **Benjamin Fancher**, C. L. Sonnichsen Scholarship
- **Jacob Garcia**, G. Douglas Meyers Scholarship
- **Victoria Martinez**, Mimi Reisel Gladstein Endowed Scholarship
- **Gabriela Treviso**, James Mortensen Scholarship

STUDENT PRESENTATIONS & PUBLICATIONS

Brita Arrington, a doctoral student in RWS, presented in a session on “Mediating Social Media: Binaries, Boundaries, and Borders” at the Conference on College Composition and Communication (CCCC), which met from March 14-17 in Kansas City, Missouri.

Shuv Raj Rana Bhat, a doctoral student, presented “Exploring Rhetorical Situations in First Year Rhetoric and Writing Class” at the Second Annual Association of Rhetoric and Writing Studies Conference in El Paso.

Ashok Bhusal, a doctoral student, presented “An Analysis of the RWS 1301 Course at the University of Texas at El Paso” at the Second Annual Association of Rhetoric and Writing Studies Conference in El Paso. Ashok Bhusal also presented in a session on “Making Knowledge with DIY Literacies” at the Conference on College Composition and Communication (CCCC), which met from March 14-17 in Kansas City, Missouri.

Blanca Campos, a Spring 2018 graduate of the MA in English & American Literature Program, presented a paper, “Myth and Discovery in Gaspar Pérez de Villagra’s *Historia de la Nueva México*,” at the Alpha Chi Honor Society’s 2018 National Convention, which met from April 5-7 in Portland, Oregon.

Chowaing Chagra Belekeh, Ruby Pappoe, and Sidouane Patcha, PhD students in RWS, presented a session on “Embodiment, Intercultural Meaning-Making, and Transformation” at the Conference on College Composition and Communication (CCCC), which met from March 14-17 in Kansas City, Missouri.

Billy Cryer, a doctoral student in RWS, presented in a session on “Examining Syllabi, Diversity Statements, and Educational Clutter: A Critical Dialogue about Institutional Documents” at the Conference on College Composition and Communication (CCCC), which met from March 14-17 in Kansas City, Missouri.

Gina Lawrence, a doctoral student in RWS, presented in a session on “Empowerment, Resistance, and Control: Exploring Student Responses to Pedagogy” at the Conference on College Composition and Communication (CCCC), which met from March 14-17 in Kansas City, Missouri.

Maria Isela Maier, a doctoral student in RWS, presented in a session on “Adapting Translanguaging Pedagogies Where Translingualism Happens Every Day” at the Conference on College Composition and Communication (CCCC), which met from March 14-17 in Kansas City, Missouri.

Ruby Pappoe, a doctoral student in RWS, presented in a session on “Reimagining International Aid Organizations’ Website Design: Learning from the Communication Practices of Local Advocacy Organizations” at the Association of Teachers of Technical Writing (ATTW), which met from March 13-14 in Kansas City, Kansas.

Sidouane Patcha Lum, a doctoral student in RWS, presented in a session on “Technical and Intercultural Negotiations: A Multimodal Approach” at the Association of Teachers of Technical Writing (ATTW), which met from March 13-14 in Kansas City, Kansas.

STUDENT PRESENTATIONS & PUBLICATIONS

Shelbie Ponder, a Spring 2018 graduate of the MA in English & American Literature Program, presented a paper, “Brain Trauma in Jane Austen’s *Persuasion*,” at the Alpha Chi Honor Society’s 2018 National Convention, which met from April 5-7 in Portland, Oregon.

Liza Soria, a doctoral student in RWS, presented in a session on “Mediating Social Media: Binaries, Boundaries, and Borders” at the Conference on College Composition and Communication (CCCC), which met from March 14-17 in Kansas City, Missouri.

Dr. Lizbett Tinoco, a Spring 2018 graduate of the RWS PhD Program, presented in a session on “Professional Development: Advocacy and WPA” at the Conference on College Composition and Communication (CCCC), which met from March 14-17 in Kansas City, Missouri.

Dr. Jasmine Villa, a Spring 2018 graduate of the RWS PhD Program, presented in a session on “Rhetoric and Protest,” and was a featured speaker in “Latinx Futures: A Look at Emerging Latinx Research and Scholars,” at the Conference on College Composition and Communication (CCCC), which met from March 14-17 in Kansas City, Missouri.

Tetyana Zhyvotovska, a doctoral student in RWS, presented in a session on “Communication and Power in Diasporic Contexts” at the Conference on College Composition and Communication (CCCC), which met from March 14-17 in Kansas City, Missouri.

Doctoral students **Audrey Cisneros** and **Margarita Medina**; Spring 2018 PhD graduates **Dr. Jasmine Villa** and **Dr. Jenn Falcon**; and RWS PhD alumni **Dr. Daliborka Crnkovic Padon** and **Dr. Consuelo Salas**; under the leadership of **Dr. Isabel Baca**, served as assistant editors for the edited collection *Best of the Journals in Rhetoric and Composition 2015-2016* (Parlor Press) by contributing to the selection of the articles.

Dr. Jasmine Villa (Editorial Assistant) and doctoral student **Elvira Carrizal-Dukes** (Multimedia Editor) contributed to the production of the Special Winter Issue 2017-2018 of *Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning*. Dr. Villa also co-authored an article in this issue, “Youth Activism and Community Writing by Latina Youth” pp. 70-86, co-authored with Taylor Figueroa from Western New Mexico University.



Shelbie Ponder (left) and Blanca Campos (right) at a book signing with author Jeff VanderMeer.

The list of faculty and student publications come courtesy of the Monday Missives, which is curated by Dr. Brian Yothers.

FACULTY PUBLICATIONS

Dr. Meredith Abarca's essay "Afro-Latina/os' Culinary Subjectivities: Rooting Ethnicities Through Root Vegetables" serves as the theoretical anchor for the entire collection *Food Across Borders*, edited by Matt Garcia, E. Melanie Du Puis and Don Mitchell (Rutgers University Press, 2017), pp. 24-43.

Dr. Isabel Baca published a chapter "The Bilingual Workplace Writing Classroom: Meeting Community Literacy Needs" in *Community Engagement Best Practices across the Disciplines: Applying Course Content to Community Needs* edited by Heather K. Evans (Rowman & Littlefield, 2018, pp. 49+). Dr. Baca also published "The Value of Internships in a College Education" in *Community Engagement and High Impact Practices in Higher Education*, edited by Dr. Gina M. Núñez and Azuri L. González, Kendall Hunt, 2018, pp. 75-90. Dr. Baca's chapter "The Bilingual Workplace Writing Classroom: Meeting Community Literacy Needs" was published in the edited collection *Community Engagement Best Practices Across the Disciplines: Applying Course Content To Community Needs*, edited by Heather K. Evans (Rowman & Littlefield, 2017).

Dr. Isabel Baca, Dr. Laura Gonzales, and Dr. Victor Del Hierro edited the Special Winter Issue 2017-2018 of *Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning* on the theme of "Community Resistance, Justice, and Sustainability in the Face of Political Adversity" (February 2018).

Dr. Ezra Cappell's essay "'The Hope for the Better': Immigrants in Jewish American Literature" was published in *The Immigrant Experience: Critical Insights*, edited by Dr. Maryse Jayasuriya (Salem Press, 2018, pp. 3-21).

Dr. Jennifer Clifton contributed a chapter to *Community Engagement and High Impact Practices in Higher Education* edited by Dr. Gina M. Nunez and Azuri Gonzalez.

Dr. Victor Del Hierro and Dr. Liza Potts published "From Concept to Completion: Building a Digital Book" in Proceedings of the 2017 ACM International Conference on Design of Communication. ACM SIGDOC, 2017.

Dr. Victor Del Hierro and **Dr. Laura Gonzales** were authors in two recent multi-author articles: 1) Janine Butler, Joseph Cirio, Victor Del Hierro, Laura Gonzales, Joy Robinson, and Angela Haas, "Caring for the Future: Initiatives for Further Inclusion in Computers and Writing" in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 22.1 (2017). Web; 2) J. Estrella Torrez, Santos Ramos, Laura Gonzales, Victor Del Hierro, and Everardo Cuevas. "Nuestros Cuentos: Fostering a Comunidad de Cuentistas Through Collaborative Storytelling with Latinx and Indigenous Youth" in *Bilingual Review/Revista Bilingüe*, 33.5 (2017).

Dr. Lucia Dura's chapter, "Leveraging assets through Appreciative Interviews in classrooms and communities" has just been published in *High Impact Practices in Community Settings*, edited by Dr. Gina M. Núñez and Azuri L. González, Kendall Hunt, 2018. Dr. Dura's 2013 article, "Minga Perú's Strategy for Social Change in the Peruvian Amazon: A Rhetorical Model for Participatory, Intercultural Practice to Advance Human Rights" is featured in the current issue of e-magazine, *The Drum Beat*. The Drum Beat has 46,000 subscribers worldwide and provides access to relevant academic publications to practitioners.

Dr. Ruben Espinosa's essay "Beyond *The Tempest*: Language, Legitimacy, and *La Frontera*" was published in *The Shakespeare User: Creative and Critical Appropriation in the Twenty-First Century*, edited by Valerie Fazel and Louise Geddes (Palgrave, 2017), 41-61. Dr. Espinosa's essay "Turning to the Stranger in Shakespeare's *Henry V*" was published in *Approaches to Teaching Shakespeare's History Plays*, edited by Laurie Elinghausen (Modern Language Association, 2017), 198-204.

Dr. Andy Fleck's essay "'To Write of Him and Pardon Crave': Negotiating Biblical Authority in Lanyer's *Salve Deus Rex Judaeorum*" was published in *Journal of Medieval and Early Modern Studies* (47.3 [2017]: 545-60). Dr. Fleck's review of Nick Wilding. *Galileo's Idol: Gianfrancesco Sagredo and the Politics of Knowledge* (University of Chicago Press, 2014), was published in *Renaissance Studies* 31.4 (2017): 664-66.

Dr. Mimi Gladstein published two chapters in *Critical Insights: Steinbeck's Of Mice and Men* (Salem Press, 2017). They are "The Masculine Psyche in *Of Mice and Men*" and "Curley's Wife: Feminist Approaches." Dr. Gladstein's keynote from last year's Rocky Mountain Modern Language Association conference, "Fa La La," was published in *The Rocky Mountain Review* (71.1 [2017]: 101-107).

Dr. Laura Gonzales published "But is this Relevant Here? A Pedagogical Model for Embedding Translation in Technical Communication Courses within the U.S" in *Connexions International Professional Communication Journal*, 5.1 (2017): 75-108. **Dr. Gonzales** and **Dr. Isabel Baca** published "Developing Culturally and Linguistically Diverse Online Technical Communication Programs: Emerging Frameworks at University of Texas at El Paso" in *Technical Communication Quarterly*, Issue 3 (2017). Dr. Gonzales and Sonia Vandepitte published "Connecting Technical Communication and Translation Courses: A Path to Successful Content Strategy" in Proceedings of the 2017 European Colloquium on Technical Communication. TecCOM Frame, 2017. Dr. Gonzales was the first author of a multi-author article with Potts, Liza, Turner, Heather Noel, and Lauren Brentnell: "Working with Ladies that UX: Building Academic/Industry Partnerships for User Research Projects" published in Proceedings of the 2017 ACM International Conference on Design of Communication. ACM SIGDOC, 2017. Dr. Gonzales published "Improving Digital Translation: Findings from Multilingual Communicators" in *User Experience Magazine*.

FACULTY PUBLICATIONS

Dr. Maryse Jayasuriya's essay "Reading Terror, Reading Ourselves: Conflict and Uncertainty in Mohsin Hamid's *The Reluctant Fundamentalist*" was published in *Critical Approaches to Literature: Multicultural*, edited by Robert C. Evans (Salem Press, 2017), pp. 249-264. Dr. Jayasuriya's edited collection, *The Immigrant Experience: Critical Insights* (Salem Press, 2018), was recently published. Dr. Jayasuriya also wrote the preface and two longer essays: "On the Immigrant Experience" (pp. xii-xx) and "Aspiration and Disillusionment: Undocumented Experiences in Imbolo Mbue's *Behold the Dreamers*" (pp. 196-208).

Dr. Kate Mangelsdorf's essay "Language Difference and Translingual Enactments" was published in *Crossing Divides: Exploring Translingual Writing Pedagogies and Programs*, edited by Bruce Horner and Laura Tetreault. Logan: Utah St. University Press, 2017. Dr. Mangelsdorf co-authored with Todd Ruecker (a PhD alumnus of UTEP's RWS program) a recently published essay: "Peer Reviews and Graduate Writers: Engagements with Language and Disciplinary Differences While Responding to Writing." *Journal of Response to Writing* vol. 4, no. 1, pp. 4-33.

Dr. Jonna Perrillo's blog post, "This Banned Book Week, Teaching Banned Books Isn't Enough," written in her capacity as historian for NCTE, appeared in *Education Week* on September 25.

Dr. Keith Polette recently published three poems: "Day Dreams" in *Typishly*, "Koan" in *Sonic Boom*, "Martial Lessons" in *Shotglass Journal*. Dr. Polette's haiku, senryu, gendai haiku, and photo-haiku (twenty nine in total) appear in these journals: *Modern Haiku*, *Presence*, *Frog-pond*, *Autumn Moon*, *Bones*, *Ardea*, *Hedgerow*, *Chrysanthemum*, *Under the Basho*, *The Zen Space*, *Failed Haiku*, and *DailyHaiga*. His book *The Gift of Words: 40 Strategies for Gifted Programs, Grades 1-8* is forthcoming from Pieces of Learning.

Dr. Marion Rohrleitner's essay "El Otro Norte: The Rise of Latinocanadá – Latina/o Canadian Literature in the Wake of Anti-Immigrant Crises in the United States" was published in *Écrire au-delà de la fin des temps?: Les littératures au Canada et au Québec/ Writing Beyond the End Times?: The Literatures of Canada and Quebec*, edited by Ursula Mathis-Moser and Marie Carrière (Innsbruck University Press, 2017). Dr. Rohrleitner's essay "Chicana Memoir and the DREAMer Generation: Reyna Grande's *The Distance Between Us* as Neo-colonial Critique and Feminist Testimony" was published in a special issue on "Postcolonial and Decolonial Thought in Feminism" in the Czech journal *Gender a výzkum / Gender and Research*. Dr. Rohrleitner's essay "Latina/o Literature Goes German" was published in a special issue on "Latina/o Literature at the Crossroads" in *Symbolism: An International Annual of Critical Aesthetics*, edited by John Moran Gonzales and Patricia T. Garcia, on October 10, 2017. Dr. Rohrleitner's essay "'Create Dangerously': Immigration as Radical Hope in Edwidge Danticat's Fiction and Creative Non-Fiction" was published in *The Immigrant Experience: Critical Insights*, edited by Dr. Maryse Jayasuriya (Salem Press, 2018, pp. 134-50).

Dr. Tom Schmid published a peer-reviewed article on "Walking with Wordsworth and Waltzing with Third-Party Providers" in the collection *Study Abroad in the Lake District*, edited by R. Paul Yoder, Colette Colligan, and Michelle Levy, which appears in the *Romantic Circles Pedagogy Commons* series.

Dr. P. J. Vierra's essay, "'Maybe It Will Turn Out Better Than We Expected': The School of Mines and the Legal Foundation of the University of Texas System," appeared in the *Southwestern Historical Quarterly*, vol. 121, no. 4, pp. 360-368

Dr. Brian Yothers's edited collection *Billy Budd, Sailor: Critical Insights* was published by Salem Press in the summer of 2017. Dr. Yothers published a review of *African American Travel Narratives from Abroad: Mobility and Cultural work in the Age of Jim Crow*, by Gary Totten, in *Journeys* (18.1). Dr. Yothers's essay "Going to Sea in Emily Dickinson's Poetry: Decentered Humanism and Poetic Ecology" was published in *Emily Dickinson's Lyrical Ecologies: Forays into the Field*, edited by Marta Werner and Eliza Richards, at the *Dickinson Electronic Archives*. Dr. Yothers's essay "'Stories of East and West': Missionary Travels and the Transoceanic Dimensions of Nineteenth-Century Literature in Samuel Langdon's *Two Men of Devon in Ceylon* (1898)" was published in *Phoenix: Sri Lanka Journal of English in the Commonwealth*, vols. 13-14, 2016-2017, pp. 1-9. Dr. Yothers's essay "Chesnutt's Families: Teaching 'The Sheriff's Children,' 'The Wife of His Youth,' and *The Marrow of Tradition* in the U.S./Mexico Borderlands" was published in *Approaches to Teaching the Works of Charles W. Chesnutt*, edited by Susanna Ashton and Bill Hardwig (Modern Language Association, 2017), pp. 147-51. Dr. Yothers's introductory essay "Reading and Teaching *Clare*" was published as part of a special cluster in *Leviathan: A Journal of Melville Studies* (19.3[2017]: 1-6). Dr. Yothers's essay "Indo-American Encounters in Melville and Thoreau: Philosophy, Commerce, and Religious Dialogue" was published in *India in the American Imaginary, 1780s-1880s*, edited by Anupama Arora and Rajender Kaur (Palgrave, 2017), pp. 111-140. Dr. Yothers published a blog post, "Placing Equality in the American Literature to 1865 Survey" as part of the "Just Teach One" series at *Common-Place: The Journal of early American Life*. Dr. Yothers's essay "Margaret Fuller's *Woman in the Nineteenth Century* and American Literary History" was published in *Critical Approaches to Literature: Feminist*, edited by Robert C. Evans, Salem Press, 2018, pp. 22-37. Dr. Yothers published a review of *The Altar at Home: Sentimental Literature and Nineteenth-Century American Religion*, by Claudia Stokes, in *Religion and Literature* vol. 48, no. 3. Dr. Yothers's essays "Emma Lazarus's Poetic Representations of the Immigrant Experience" (pp. 73-88) and "Contemporary African Immigration and the Legacy of Slavery in Yaa Gyasi's *Homegoing*" (pp. 209-226) were published in *The Immigrant Experience: Critical Insights*, edited by Dr. Maryse Jayasuriya (Salem Press, 2018).

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

Ana Diaz
Administrative Services Coordinator
The Department of English
Hudspeth Hall 113
The University of Texas at El Paso
El Paso, Texas 79968-0526



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