

Cristina D. Ramírez, PhD

Research Fellow / U.S. Hispanic Recovery Project / University of Houston
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Education

The University of Texas at El Paso

Doctor of Philosophy in Rhetoric & Writing Studies Finalized 2010
Dissertation: *Claiming the Discursive Self: The Rhetoric of Mexican Women Journalists, 1876-1940*
Director: Beth Brunk-Chavez, 2nd Reader: Samuel Brunk (no relation to Brunk-Chavez),
3rd Reader: Carol Lea Clark

The University of Texas at El Paso

Master of Arts in English / concentration in Teaching English Education Finalized 2004
Master's Thesis: *Teaching Voice in Writing: History, Analysis, and Pedagogy*
Director: Keith Polette

The University of Texas at El Paso

Bachelor of Arts in English (concentration in Literature) Finalized 1993
Double minor – Spanish and Education (K-12)

Near-Term Objectives

My vision and objective for the English Department in Fall of 2021 include creating a space of healthier and improved communication among the faculty. To promote post-pandemic interaction, I will plan a faculty retreat before classes begin that focuses on interdepartmental discussions of departmental outlook, course curriculum, graduate program direction, student needs, such as recognition of work and issues of diversity and inequality, which can lead to ways to consider collaboration. Also, I will form a working committee to begin work toward a summer initiative called “Literacies Across the Border” collaboration and outreach with colleges and universities in Mexico.

Academic Experience and Appointments

27-year veteran educator

University of Arizona (UA)	May 2011 - present
Associate Professor, English	
Director - Rhetoric, Composition and the Teaching of English (RCTE) (Doctoral Program)	July 2018 - present
Course Director - Professional & Technical Writing (PTW)	August 2014 – 2017
*Affiliate Faculty – Latin American Studies	2014 - present

Western Technical College August 2010 – May 2011
Instructor of writing (full-time) and Writing Across the Curriculum Consultant
Redesigned and aligned P&TW curriculum to meet Texas colleges' accreditation standards

National Center for Border Security and Immigration, Center of Excellence & Think Tank
Post-Doctoral Fellowship June 2009 – August 2010

In a post-doctoral position at UTEP, I worked as a research and writing specialist for The National Center for Border Security and Immigration (NCBSI), a Department of Homeland Security (DHS) funded Center of Excellence. As a key member of the research team, I coordinated, developed, tested, and administrated an education needs survey at agency locations around the country, gaining experience in quantitative research, public speaking, and administrative understanding in managing a \$1.4 million grant.

Summer Scholars Academy June – August 2010
Program Director

NCBSI's main goal was to promote under-represented students in STEM areas. As part of this initiative, I coordinated a ten-week summer undergraduate research program with 8 nationally ranked students and 6 professors. I organized Talk & Tours with government and international agencies and cross-border security panel discussions with Tecnológico de Monterey, Mexico.

The University of Texas at El Paso August 2005- June 2010
Assistant Graduate Instructor / Rhetoric and Writing Studies

El Paso Community College May 2003 – August 2006
Lecturer in English and Communication

El Paso Independent School District August 1994 – May 2005
Language Arts / Reading & Writing
Public School Teacher / Grades 7 – 12 & Dual Credit

Other work-related experience

Writing Tutor and Lab Coordinator Aug. 2004-May 2005
El Paso High School

Coordinator & Promoter Fall 2004
Children's Literature Conference

Co-Director / West Texas Writing Project Summer 2002-2003

Scholastic Books / Community Book Promoter & Sales Director Fall 1997-2003

Professional Licensures & Certifications

State of Texas Teaching Certificate

Received August 1994

Life Certification in Readings and Writing for grades 7 - 12

Granted by Texas State Teaching Certification Committee

Texas Administration Principal Certification

Received August 2011

Research Interests

Feminist Writing Theory and Pedagogy, Histories of Rhetoric, Feminist Histories of Rhetoric, Archival Research, Historiography, Gender Studies, Cultural Studies, **Mexican and Mexican American Studies**, Professional Writing Pedagogies, **Translation Theory and Studies**

Awards and Honors

Using Newspapers as Data for Collaborative Pedagogy: A Multidisciplinary Interrogation of the Borderlands in Undergraduate Classrooms, Collections as Data: Part to Whole grant / Special Collections at University of Arizona / funded by The Andrew W. Mellon Foundation. (Multiple PIs)

Fall 2020-present

Research Fellow - Recovering the US Hispanic Heritage / US Latino Digital Humanities / University of Houston Grants-in-Aid funded by the Andrew Mellon Foundation. Project title – “Recovering Barrio Rhetorics: A Discursive and Historical Remembering of Chicana Border Writer, Ramona González.” (PI)

Spring 2020-Summer 2021

Writing Residency with The Literary Sala / San Miguel de Allende, Mexico

Spring 2018

National Endowment for the Humanities Summer Institute. “What is Gained in Translation: Learning how to Read Translated Texts” Kent State University.

Summer 2017

Professor Fellowship Grant / UA Social Behavioral Sciences Research Institute *Project title* “Barrio Rhetorics: A Chicana Writer’s Journey from Chihuahuita to Quinto Sol” (\$7,500)

Spring 2017

National Outstanding Book Award Winifred Bryan Horner for *Occupying Our Space: The Rhetorics of Mexican Women Journalists & Activists, 1875-1942* **Awarded by the** Coalition of Feminist Scholars in the History of Rhetoric and Composition

Spring 2016

Conference on College Composition & Communication (\$10,000)
Research Initiative Grant (co-PI with Jessica Enoch)

Spring 2014

Provost's First Book Award University of Arizona	Fall 2014
Graduate School Dodson Doctoral Fellowship (\$7,500) University of Texas at El Paso	Spring 2009
Teachers for a New Era Carnegie Research Grant (Co-Pi)	Spring 2006
Outstanding Graduate Award (Masters) University of Texas at El Paso	Fall 2004

Research: Scholarly Publications

Books and Book Chapters – blind peer reviewed

Ramírez, C.D. (Forthcoming 2021) “Mestiza Pedagogies: Borderlands Teaching, Writing, and Community Activism Informing Academic Work.” In *Latina Leadership: Language and Literacy Education Across Communities*. Eds. Laura Gonzáles and Michelle Kells, Syracuse University Press.

Ramírez, C.D. (Forthcoming 2021). “The Rhetorics of Translation: A Feminist Method for Inquiry, Recovery, and Theoretical Application.” *Ethics and Representation in Feminist Rhetorical Inquiry*. Accepted Chapter Proposal. S. Illinois U Press.

Ramírez, C.D. (2020). “The Revolutionary Rhetorics of Juana Belén Gutiérrez de Mendoza.” Eds. Kathy Sosa, Ellen Riojas Clark, and Jennifer Speeds, *Revolutionary Women in Texas and Mexico: Portraits*. San Antonio, Texas: Trinity University Press

Ramírez, C. D. (2019). “*Abuela, si estas aquí: Writing Our Histories as Liberatory Praxis.*” *Realizing the Dream: Cheryl Glenn Commemorative Edited Collection*. S. Illinois U Press. (2020.)

Ramírez, C. D., & Enoch, J. (Forthcoming, 2019) *Mestiza Rhetorics: Anthology of Mexicana Activism in the Spanish-Language Press, 1887-1922* (p. 345). S. Illinois U Press.

Ramírez, C. D. (2015). *Occuying Our Space: The Mestiza Rhetorics of Mexican Women Journalists and Activists, 1875-1942*. Monograph. UA Press. 2015.

Journal Publications

Blind Peer-Reviewed

LaVecchia, Christina M. and Ramírez, C.D. “The Versatility of a Rhetoric and Composition Degree: Tales from Former Postdocs Outside the Field.” *The Journal for the Assembly for Expanded Perspectives on Learning*, Spring 2020. (accepted)

Ramírez, C.D. (2020) “Rhetorical *Herencia*: Writing Toward a Theory of Rhetorical Recovery and Transformation.” Inaugural Issue, *Latinx Rhetoric and Writing Studies*.

Ramírez, C. D., & Rodrigo, R. (2017). “Balancing Institutional Demands with Effective Practice: A Lesson in Curricular & Professional Development.” Special Issue, *Technical Communication Quarterly*. Fall 2017.

Ramírez, C.D. (2009). “Forging a Mestiza Rhetoric: Mexican Women Journalists’ Role in the Construction of National Identity.” *College English* Special Issue Rhetoric & Latinidad 71.6, 606-629.

Ramírez, C. D., & Rioux, G. (2012). “Advancing Curricula Development for Homeland Security (HS) Education through a Survey of DHS Personnel.” *Journal of HS Education*, 1(1), 1-28.

Published Research Grant Reports

Ramírez, C.D. and Enoch, J. “Research Results from 2014 Conference on College Composition and Communication Grant.” NCTE webpage.

Ramírez, C.D. and Gail Rioux. (2010, Aug). “Homeland Security Education Needs Assessment.” The National Center for Border Security and Immigration.” Submitted to Washington, D.C. *DHS Research Council* - Award Number: 2008-ST-061-BS0001.

Scholarly digital publications

Ramírez, C.D. and Reese Davis. *The Ramona González Papers: Digital Archival Collection*. U.S. Hispanic Recovery Project, University of Houston, 2021. (In progress)
<http://usldhrecovery.uh.edu/exhibits/show/the-ramona-gonzalez-papers>

Current scholarly research and writing projects

Barrio Rhetorics: A Chicana Writer’s Journey from Barrio Chihuahueta to Quinto Sol
(book manuscript in progress)

This book-length translation and recovery project focuses on the untold history of two U.S. / Mexico border communities, [Chihuahueta and Segundo Barrio](#), located along the El Paso, Texas Rio Grande region, known as “the Ellis Island of the Southwest.” The goals of this study center around recovery, translation, and analysis of the published and unpublished writings (more than 750 pages) by Ramona González (1906-1995), my maternal grandmother, a 1970s Mexican American and Tejana writer. Her writings appear in the most influential literary journal of the Chicano Movement, [El Grito: A Journal of Mexican American Contemporary Thought](#). These writings, mostly in Spanish, reflect the daily lives and personal accounts of people in this U.S. / Mexico border community from 1906-1920, a community already designated as an official Historic District in El Paso, Texas.

This project promotes the understanding of the border region and how its survival and resilience has impacted the lives of thousands of Mexican Americans. By reclaiming a significant Mexican

American female voice, one who recorded the histories of the area and words of her people for these later generations, I knit together the knowledge of multiple, as yet, untold histories.

Article in progress

Godfrey, Jeremy & **Cristina D. Ramírez**. “Teaching the Personal Statement: Community High School Outreach and Workshop Initiatives.” (Key words: personal statement, outreach, community teaching, workshop, writing, survey results)

Presentations & Workshops

Ramírez, C.D. (2021, April) “Rhetoric's Histories: Traditions, Theories, Pedagogies, and Practices.” Conference on College Composition and Communication Special Interest Group.

Ramírez, C.D. (2021, April) “Preparing Doctoral Students for (Un)Common Jobs off the Tenure Track.” Doctoral Consortium in Rhetoric and Composition. Conference on College Composition and Communication.

Ramírez, C.D. (2020, March) “Un debate público del feminismo en México y la frontera mexicana.” VIII Coloquio Internacional de Historia de las Mujeres y de Género. Universidad de Sonora, Hermosillo, México.

Ramírez, C.D. (2019, Oct.) “La tradición Retórica, Grecia hasta México: puntos introductorios.” Coloquio en El Colegio de San Luis, San Luis Potosí, México.

Ramírez, C.D. (2019, March) “Community Writing: Family History Writing Workshop.” Presented by University of Arizona Museum Special Spring Lectures and Workshop Series.

Ramírez, C.D. (2018, Nov.) “Border Culture Identity Construction: The Literary Writings of Ramona González, 1968-1975.” Panel title: *Regionalism Beyond Fiction: Women's Resistance Across Periodical Forms*. Society for the Study of American Women Writers. (Accepted)

Ramírez, C.D. (2018, July). “Barrio Rhetorics of Belonging: The Chicana Writings of Ramona González, 1969-1975.” Mujeres activas en letras para cambio social (MALCS) – Summer Institute. University of Texas at El Paso.

Ramírez, C.D. (2018, March). *Workshop*. “Writing Successful Academic Research Grants: Practical Writing Applications and Samples.” Arnold-Ebbit Interdisciplinary Rhetoricians Conference.

Ramírez, C.D. (2017, Oct.). *Workshop*. “Igniting Feminist Rhetorical Revolution Through Intersectionality: An Interactive Session,” Chair. Feminisms & Rhetorics Conference. Dayton, Ohio.

Ramírez, C.D. (2017, Oct.). “*Abuela, si estas aquí: Writing Our Histories as Liberatory Praxis.*” Retellings: Opportunities for Feminist Research in Rhetorical Studies (Collaborative/Interactive Session). Feminisms & Rhetorics Conference. Dayton, Ohio.

Ramírez, C.D. (2017, June). Research Directions in Translation and Translation Studies. NEH Institute: Why Translation Matters. Kent St. University.

Nicolini, Kim, **Ramírez, C.D.**, and Schrenk, Lisa. (2017, Sept.). *Workshop*. “Making NEH Work for You: Fellowships and Strategies.” Social Behavioral Sciences Grants Offices. University of Arizona.

Ramírez, C.D. (2017, March). *Workshop*. “Feminist Workshop: Intersectionality with Writing Programs and Practices.” Sponsored by the Standing Group on the Status of Women in the Profession. This workshop explores intersectional feminism(s) and social justice in teaching, administrative work, and rhetorical practices. Conference on College Composition and Communication.

Ramírez, C.D. (2017, March). “Checking Our Linguistic and Cultural Blindspots: The Gendered, Cultural, and Disciplinary Politics of Recovery.” Conference on College Composition and Communication.

Ramírez, C.D., Shelley Rodrigo, and Zach Hill. (2016, Oct). “Flat World, Well Rounded Students: Incorporating Cultural and Global Gateways in Professional and Technical Writing Courses. Conference of Two-Year College Association (TYCA), Las Vegas Nevada.

Ramírez, C. D. (2016, March). “Taking Risks in Feminist Methods Methodologies.” Conference on College Composition and Communication. Tampa Bay, Florida: National Council of Teachers of English (NCTE).

Ramírez, C. D. (2015, Oct.). “Crossing Disciplinary and Linguistic Borders to Create Scholarship of Inclusion.” Feminisms and Rhetorics Conference (Biennial). Arizona State U: CFSHRC.

Ramírez, C. D. (2014, March). “*Un nuevo puesto: Uncovering Rhetorical Blindspots to Include Latina Women in Rhetorical History.*” Indianapolis, Indiana: Conf. of College Composition and Communication.

Ramírez, C. D. (2014, May). “The “Public Journalism” of Maria Hinojosa: Creating an Ethnic Conversational Puesto for an Emerging Latino Population.” Rhetoric Society of American (RSA) Conference. San Antonio, Texas: RSA.

Ramírez, C. D. (2013, Oct.). “Different Pens, Different Voices: Representing Latina Women's Voices Part II.” Feminisms and Rhetorics Conference (Biennial). Stanford U: CFSHRC.

- Ramírez, C. D. (2010, Feb.). "Connecting DHS On-the-Job Realities with Academia." Naval Post-GraduateSchool Education Summit. Georgetown University.
- Ramírez, C. D. (2010, March). "Laureana Wright de Kleinhans: Constructing a New Feminine National Identity." V Coloquio Internacional de Historia de Mujeres y de Genero. Oaxaca, Mexico. (Presentation in Spanish).
- Ramírez, C. D. (2010, Dec.). "Education Needs Assessment: Homeland Security Education Program on Border Security and Immigration." Department of Homeland Security Site Visit. University of Texas at El Paso.
- Ramírez, C. D. (2009, Sept.). "Mestiza Voices: Mexican Women Journalists in the Formation of Discursive Spaces." Feminisms and Rhetorics Conference. Michigan State University.
- Ramírez, C. D. (2009, Feb.) "Improving Peer Review with On-line Technologies." International Sun Conference on Teaching and Learning. University of Texas at El Paso.
- Ramírez, C. D. (2008, Oct.). "Recovering Lost Rhetorics: The Feminist Manifesto of Las Mujeres de Zitácuaro." Feminist Rhetorics and Social Justice Research Forum with Karlyn Kohrs Campbell. Syracuse University.
- Ramírez, C. D. (2008, April). "Mestiza Rhetoric: Mexican Women Journalists and Activists 1876-1940." Retórica Frontera Symposium and Open House. University of Texas at El Paso.
- Ramírez, C. D. (2008, March). "*La Dirección de Estudios Retóricas en los Estados Unidos / The Direction of Rhetorical Studies in the United States.*" Meeting with Director of Culture of the State of Durango, Mexico, Gonzalo Salas, and Director of Library and Archives, Oscar Jiménez Luna. Durango, Dgo., Mexico. (Presented in Spanish).
- Ramírez, C. D. (2008, Feb.). "Service Learning: A Graduate Student's Experience." Border Learning Conference. Las Cruces, NM.
- Ramírez, C. D. (2007, Oct.). "Juana Belén Gutiérrez de Mendoza's Turn of the Century Mexican Feminist Civic Discourse." Feminisms and Rhetorics Conference. Little Rock, AK.
- Ramírez, C. D. (2006, Sept.). "On the Border of Transforming Race, Pedagogy and Community." Race and Pedagogy National Conference. University of Puget Sound.
- Ramírez, C. D. (2006, March). "*Machela O'oba: A New Beginning for Man: A Cross Border Non-Profit Organization.*" Lineae Terrarum: International Border Conference. University of Texas at El Paso.
- Ramírez, C. D. (2003, Dec.). "Narratives Bridging Borders: Cross Border Writing Collaboration." Second Annual Border Literacy Festival. University of Texas at El Paso.

Ramírez, C. D. (2002, Feb.). “Teaching an Ancient Genre of Argumentation: The Fable.” West Texas Writing Project Spring Conference. University of Texas at El Paso, February 2002.

Invited Presentations and Talks

- Ramírez, C.D. (2021, April) “Virtual book talk. Cristina Devereaux Ramírez’s *Mestiza Rhetorics: An Anthology of Mexicana Activism in the Spanish Language Press*.” Celebración – Día del Libro. Department of World Languages & Culture, Sam Houston State University.
- Ramírez, C.D. (2021, April) “La mujer, su pluma, y el poder: Jovita Idar otras mujeres periodistas de la frontera, 1887-1925.” Conferencia magistral/Keynote. Simposio de Historia & Antropología, Universidad de Sonora, México.
- Ramírez, C.D. (2021, April) Book talk and presentation for the Rhetoric of the Americas Series. University of North Texas at Denton.
- Ramírez, C.D. (2021, March) “Redefining Revolutions: Finding the Revolutionary in YOU.” Women’s History Month book discussion of Revolutionary Women of Texas and Mexico: Portraits of Soldaderas, Saints, and Subversives. St. Mary’s University, San Antonio, Texas.
- Ramírez, C.D. (2020, Oct.) “Diferentes Dimensiones de la Violencia de Género.” Binational Fall Webinar Series on Inclusion, Diversity, and Human Rights. Sponsor, University of Arizona SBS Mexico Initiatives.
- Ramírez, C.D. (2019, Nov.) “Mestiza Rhetorics: Mexicana Activism in Cross-Border Discourses.” Pima Community College, in Francisca Hernandez’s Sexuality, Gender, and Borderlands course.
- Ramírez, C.D. (2019, Nov.) “Transnational Rhetorics of Mexican Women Journalists.” University of Arizona, in Dr. Abraham’s Transnational Feminist Rhetorics course.
- Ramírez, C.D. (2019, Nov.) “Cruzando fronteras discursivas del feminismo: rescate de voces y discursos perdidos de periodistas mexicanas.” II Seminario historia de la mujeres. Voces Interdisciplinarias. La Universidad Autónoma de Zacatecas, La Secretaría de las mujeres SEMUJER.
- Ramírez, C.D. (2019, Oct.) Presentación de libro: *Mestiza Rhetorics: An Anthology of Mexicana Activism in the Spanish Language Press, 1887-1922*. Universidad Autónoma de México, Zacatecas.
- Ramírez, C.D. (2019, Oct.) Presentación de libro: *Mestiza Rhetorics: An Anthology of Mexicana Activism in the Spanish Language Press, 1887-1922*. Colegio de San Luis (COLSAN), San Luis Potosí, Mexico.

- Ramírez, C.D. (2019, Oct.) *Mestiza Rhetorics* book talk – Brian Fehler’s Historical Rhetorics course. Texas Women’s University.
- Ramirez, C.D. (2018, Sept.). “Research Methods in Archival Work.” English course Research Methods in Rhetoric and Composition Eng. 597R. University of Arizona.
- Ramírez, C.D. (2018, April). “Barrio Rhetorics of Belonging: Recovering and Historicizing Discourses and Pedagogical Practices.” Writing Program Cultural Rhetorics Speaker Series – Stanford University.
- Ramírez, C.D. (2018, March). “Barrio Rhetorics of Belonging: Recovering and Historicizing Discourses from Precarious Spaces.” Arnold-Ebbit Interdisciplinary Rhetoricians Conference. Keynote.
- Ramírez, C.D. (2017, Oct.). Featured Speaker. Plenary Session: “(R)EVOLUTIONS Coalitions, (R)evolutions, and Celebrations.” Feminisms & Rhetorics Conference. Dayton, Ohio.
- Ramirez, C.D. (2017, Oct.) “Research Methods in Archival Work and Historiographic Research. Trends and Methods in Rhetoric course, 597.” University of Arizona.
- Ramírez, C.D. (2017, April). “Why Translation Matters: Using Translation of Primary and Secondary Texts to Expand the Tradition.” Special Conference: Women, Rhetoric, Writing at U of Maryland English Department.
- Ramírez, C.D. (2016, March). “The Rhetorics of Translation.” Tucson Festival of Books. University of Arizona.
- Ramirez, C.D. (2016, March). Book Talk Panel. Journalists and Journalism on the Mexican / U.S. Border. Tucson Festival of Books. University of Arizona.
- Ramírez, C. D. (2016, Feb.). “Looking in Different Space: Women and Historical Figures and Trailblazers. Latino Americanos: 500 Years of History.” Center for Arkansas History and Culture: U of Arkansas at Little Rock. Community Presentation. Sponsored by NEH.
- Ramírez, C. D. (2016, Feb.). “New Discursive Historical Spaces: Mexican and Chicana Women as Revolutionary Rhetors. Latino Americanos: 500 years of history.”. Sponsored by NEH.
- Ramírez, C. D. (2015, Sept.). “Book Release Talk. Special Event with UA Confluence Center.” Downtown Tucson (venue). Sponsored: UA Press.
- Ramírez, C. D. (2015, June). “Lectura: Mujeres Mexicanas Periodistas en la historia de México.” Foro Cultural 81. Guanajuato, Mexico. *Foro Cultural 81 is a not-for profit organization promoting the exhibition, discussion, and appreciation of the sciences and arts for the benefit of society. I gave two of the same presentations, one in English and Spanish.

Ramírez, C. D. (2015, June). “Mexican Women Journalists in the History of Mexico.” Special Author Event and Presentation. San Miguel de Allende, México: San Miguel de Allende Literary Sala.

Ramírez, C.D. (2009, Sept.). “Discovering Spaces for Writing: The Need for Writing Instruction in Law Enforcement.” Rhetoric Society of American Frontera Retórica Chapter. University of Texas at El Paso. Invited.

Ramírez, C.D. (2009, Jan.). “Mestiza Rhetoric: The Rhetoric of Mexican Women Journalists (1876-1940),” Presentation by invitation given at Florida State University. Invited.

Ramírez, C.D. (2008, Nov.). “Writing the Personal Statement: Opening Doors to Graduate Schools with Narrative.” Professional and Scholastic Development for Undergraduates Workshop. University of Texas at El Paso. Invited.

Creative Productions / Interviews

Ramirez, C.D. (2019, Nov.). [Hablemos 2019](#). Mujeres Mexicanas. El Colegio de San Luis.

Ramírez, C.D. and Jessica Enoch (2019, Nov.). [“She Speaks.”](#) Podcast interview on *Rhetorically Speaking* with Cassie Wright. E10. Stanford University.

Ramírez, C. D. (2018, Jan.). KUAR “Ocupando Nuestro Puesto.” [Radio interview \(recorded\) with Bradly Minnick](#). *Arts & Letters Radio Show*. Little Rock, Arkansas: U of Arkansas at Little Rock.

Ramírez, C. D. (2016, Feb.). Radio Interview (recorded) with Bradly Minnick. Title TBD. *Arts & Letters Radio Show*. Little Rock, Arkansas: U of Arkansas at Little Rock. Aired January 2018.

Ramírez, C.D. (2015, Aug.). “*Occupying Our Space*” UA scholar Cristina Ramírez explores the legacy of Mexico’s female journalists in a new book.” With F. Echavarri. *NPR* at UA.

National Scholarly Service

[International Rhetoric Workshop](#) – Organizing Committee Member Spring 2019 - present

Doctoral Consortium in Rhetoric and Composition – Member Fall 2018-present

Coalition of Feminist Scholars in the History of Rhetoric and Composition
National Secretary (CFSHRC) 2016 – 2019

CFSHRC scholarly peer-reviewed journal *Peitho*
Editorial Board 2016 – present

Manuscript Reviewer – <i>Latina Histories and Cultures</i>	2020-present
Manuscript Reviewer – <i>American Periodicals</i>	2018 – present
Manuscript Reviewer with UA Press	Spring 2017
Manuscript Reviewer – Special Issue of <i>English Language Notes</i> : “Latinx Lives in Hemispheric Context”	Fall 2017
<i>Journal of Global Literacies, Technologies, & Emerging Pedagogies</i> (JOGLTEP) 2012 – present Michigan State University Editorial Board	

Institutional Service

Sponsored RCTE Director’s Research Fellows Scholarship	Spring 2021
Modern Languages Summit for the Future of Doctoral Education (Team Leader)	Fall 2020
Tenure and Promotion Committee – Mexican American Studies	Fall 2020
SBS Graduate Council	Fall 2018 - present
Social Behavior Science Undergraduate Council	Fall 2016 – Spring 2017
Sigma Alpha Lambda (Honors Society) University Faculty Representative	Spring 2014–present
Field trip with graduate students to the U.S. / Mexico border for research	Fall 2018
Professional and Technical Writing Search Committee	Fall 2017
English Department Faculty Council	Fall 2011 – Spring 2013
Professional Technical Writing course director	Spring 2013 – Spring 2017

As professional and technical writing course director, I coordinated the course curriculum for Engl. 307 / 308, Engl. 313 and Engl. 340. I held monthly meetings, trained instructors for summer teaching, and initiated and coordinated the first on-line PTW classes. Before leaving the post, I, along with co-designer, **Shelley Rodrigo**, wrote and finalized the proposal for the current professional and technical writing certificate in the English department.

National Organization Membership

Coalition of Feminist Scholars in the History of Rhetoric & Composition Member	2010 - present
Rhetoric Society of America	2010 - present
Southern Society of American Women Writers (SSAWW)	Member 2018
International Society for the History of Rhetoric	Member 2014 – present

National Council for Teachers of English	Member 2007 – present
U.S. Hispanic Recovery Project Organization	Member 2012 – present
Mujeres Activas en Letras y Cambio Social (MACLS)	2017 – present
College Composition & Communication / Latino Caucus	Member 2007 – present

Community Outreach & Service

University of Arizona and Community outreach
Family History Writing: Finding Home in Local Spaces March 2019

In collaboration with The University of Arizona Museum, I created a full-day family writing workshop that was open to public. The community workshop writings that resulted were made part of an exhibit with The University of Arizona Museum.

Writing the Personal Statement Sept. – Nov. 2016
 PI & Organizer / Public high school outreach

Learning from our departmental advisor that many high school graduates don't get scholarships and grants because of unsatisfactory writing samples from the personal statement, I created an outreach writing project with Jeremy Godfrey, Maria Conti (graduate student), and an English high school teacher, Teresa Shiver. For this project, we created a five-lesson based program in which we delivered in person to high school juniors and seniors at Palo Verde High School in South Tucson. As reported from Palo Verde High School, the following two years students' cumulative scholarships reached over \$6 million.

Sigma Alpha Lambda (Honors Society) Spring 2014–present
 University of Arizona Faculty Representative

Sigma Alpha Lambda is a National Leadership and Honors Organization dedicated to developing the individual and serving our campus and community. The mission of Sigma Alpha Lambda is to recognize student members for academic achievement, to engage members in service, and to develop members for leadership. As Faculty Representative, I meet with student members and sponsor any community or campus projects they organize.

University of Arizona Conference "Papers Please" April 2014
 Theme: Theorizing Border Discourses after Arizona House Bill 2281 & Senate Bill 1070
 PI & Organizer

Along with three RCTE graduate students, I organized a nationally attended conference that highlighted issues of immigration and racial profiling, which are centered on the racist Arizona Senate Bills that had been passed in 2010. Over 175 in attendance.

Tucson Community Based Writing Projects Fall 2011 – Spring 2016

As the instructor of Professional & Technical Writing, I organized 20 + outreach projects for community writing with organizations, such as COPE Community Center, Wildcat Battalion Army ROTC, YMCS LOHSE of Southern Arizona, Juvenile Justice Services of Tucson, Mining Institute for Supervisor Leadership, GIVE, and many more.

Writing Internship with not-for-profit organization, AVANCE

Fall 2007

Taught critical thinking and English skills at AVANCE, an organization whose mission is to help parents learn English to break the cycle of poverty. Some of the strategies they developed and implemented were translating bills for their neighbors and accompanying their friends to parent/teacher meetings to serve as a translator.

Eliminating Racism, Empowering Women
Leadership Institute – YWCA

Fall 2007

Selected by nomination, I participated in a Leadership Institute, which required its participants to organize and implement a community project. Our group raised money for two scholarships of \$1,000.00. I visited several high schools to publicize the scholarship and offer first-hand assistance in writing the application essay.

Dissertations and Comprehensive Exams

Directed

Benson, Sally (2021) – *Space of Possibilities: New Mexico’s Historical Penitentiary College Program / A Model for Success in a Failed System*

Markussen, Prairie (2019) *What’s Translating Got to Do With It: How Translation Activities in the Composition Classroom can Cultivate Recognized Moments of Rhetorical and Cultural Awarenesses in Student Writers*

Sandoval-Lamb, Marisa – (2018) *Redefining Rural: Investigating Rural Writers’ Literacies and Technology Use*

Leahy, Elizabeth – (2016) *Writing from the Border: Frontier Rhetoric and Rhetorical Education at the University of Arizona and University of New Mexico, 1885-1912*

Del Russo, Celeste – (2014) *Rhetorical (Re)Invention in the Archive: A Pedagogy and Memory Practice for the Community and Writing Studies Classroom*

Second / Third Reader

Stacey Cochran (2020-2021) - *Lotus: A New Model of Learning and Wellbeing*

Tammy Carter – (2018-2019) Topic: Race based issues in public education discourse (no title yet designated)

Jenkins, Michael – (2018-2020) *Authenticities Online: Understanding Cyberspace Identity*

Melo, Maggie – (2018) *Object-Oriented Bodies: Rhetorics of Innovation in Maker and Hacker Cultures*

Kelly, Regina – (2018) *A Rhetoric of Grants: Federal Grant-making, Program Measurement Regimes, and Anti-Poverty Policy— from the War on Poverty to the War on Welfare* (1964-2001)

Chaterdon, Catherine - (2015) *Thinking Things Together’: What Contemplative Pedagogy Can Offer Academic Writing Instruction*

Fodrey, Crystal – (2014) *Teaching Undergraduate Creative Nonfiction Writing: A Rhetorical Enterprise*

Gallegos, Juan – (2014) *On the Banks of the Gallinas: Bridging Academic and Public Literacies*

Hawthorne-Smith, Shelley (2012) *Constructing Hope: Narrative and the Foster Care Experience*

Sepulveda, David – (2012) *All Politics is Not Local: The Role of Competing Nationalisms in the Rhetoric of American Political Ideologies*

Comprehensive Exams (Director)

In ten years at the University of Arizona, I have directed 20 + comprehensive exams with topics ranging from performance rhetorics, contemplative rhetorics, archival rhetoric, rhetorics of innovation, and rhetorics of law. Direction of comprehensive exams entails commenting on various draft of each exam (typically 45 + pages); coordinating committee configuration; directing the oral exams of each exam.

Courses Taught

University of Arizona 2011 - present
Department of English – Rhetoric, Composition and the Teaching of English

Undergraduate

Technical Writing / Eng. 308 (8 sections)

The course emphasizes the changing technical writing environment and its role(s) within the workplace and offers junior- and senior-level students the opportunity to develop their use of rhetorical strategies and communications technologies appropriate to technical writing situations. Students plan, create, and user-test a range of individual and collaborative projects including, but not limited to, technical documentation, proposals, reports, job materials, and other technical and professional genres.

Professional Writing / Special Topics Eng. 340 (Public & Social Awareness) (2 sections)

This course I designed focused students understanding of professional writing from a public and social perspective. The weekly readings and three major projects focused on personal reflection of how the students' professional writing connected them to the public and social realm, with topics focusing on gender, race, and ethnicity in the workplace through. Students completed client-based projects, simulations, and/or case studies, and reflected upon the role of communication practices in a range of professional settings.

Graduate Classes

Theory and Practice in Composition (Theme: Feminist Pedagogy) (1 section)

This course is an introduction to the teaching of writing in conjunction with an introduction to feminist pedagogies. Both in its design and delivery, this course at its core presents a feminist approach. This means that through the readings, the course activities, the teaching and learning groups, the weekly reading responses and the grading are intentional and mindful of the learning outcomes. Feminist Pedagogies focuses on how we learn and the processes that are optimal for learning through a dual lens: the concept of backward design and what Chandra Talpade Mohanty calls the solidarity model, which considers all types of learners.

Doctoral Colloquium / Eng. 595A (6 sections)

This course is taught over a two-semester period. Beginning in the fall, the first section provides a professionalization for the new doctoral cohort into a variety of aspects of the academy, such as research, grants, and institutional policy. The second section of the Colloquium guides students through the writing of the Qualifying Portfolio. The Qualifying Portfolio provides a generative opportunity for doctoral students to receive mentoring on their program of study to prepare for the Common Exam Portfolio. The Qualifying Portfolio will help PhD students determine their area of specialization, reflect on their progress and trajectory, and plan their Immersive Cultural Requirement

Rhetorical Traditions: Theory, Inquiry, and Practice / Eng. 360 (1 section)

In this course, students will focus on and explore both the traditional definition of rhetoric from a Greco-Roman historical context and also those challenging the tradition that have grown out of the historical and global politics of race, class, ethnicity, gender, and sexuality in contemporary contexts. Students will learn about the workings of rhetoric and how it is used in the construction of identity, social reality, and knowledge.

Archival Research Methods / Eng. 696 (2 sections)

Archives, both physical and digital, are spaces of power, collective memory, and history. The archive is a space of power because of the rhetorical decisions required to determine what is preserved and what is not. First, to provide students with an overview of theoretical and historical texts about the archives in rhetoric and composition. These texts will answer: What is the archive? How does rhetoric and composition view the archive? How does the archive

contribute to primary knowledge construction? What are some ways that scholars can create their own archives? It will also provide graduate students with an understanding and working knowledge of archives.

Trends & Methods in Rhetoric / Eng. 696

This course provides an overview of rhetoric from an array periods from around the globe. This course defines the term “trend” in two ways: first, a contemporary movement and pulse of the discipline; and secondly, as a process of change and flux over time. This course addresses both conceptual directions. The course covers both conceptual directions in three critical 5 week strands: *history*, *feminism*, and *race /identity / subjectivity*. These three sections include the methodological approaches or theoretical underpinnings considered in analyzing the developing trends. Students use these concepts to tap into a particular disciplinary development and apply a method of research and analysis to develop a final project.

Border Rhetorics / Eng. 696

(2 sections)

Studies in Border Rhetorics focuses on defining, theorizing, and studying the various types of borders, local and global, where there exists an intermingling (and many times clashing) of ideas, identities, and politics. In class discussions, we consider the many discursive, material, non-material, technological, linguistic, gendered, and invisible borders. Surviving within/on the “borderlands” of a culture, race, ethnicity, sexuality, or language means that identities and societal orientations are constantly being negotiated.

University of Texas at El Paso

Summer 2003 – Spring 2005 – Spring 2009

Department of English - Rhetoric and Writing Studies

Work Place Writing and Organizational Communication / Eng. 3355

(2 sections)

Technology Enhanced, Computer Classroom

Workplace Writing and Organizational Communication course was restructured to emphasize rhetorical theories of workplace writing. The course positions students as knowledge workers in distributed work and classroom environments, has them discuss and respond to current rhetorical theory, and engage in meaningful research.

Teaching Grammar Through Writing / Eng. 3303

(2 sections)

Technology Enhanced, Computer Classroom

Developed and implemented the syllabus of this English Education based course. The class to a three-tier pedagogical approach. The first component surveyed the current research on teaching grammar in the classroom from grades K – College. The second part of the course, I taught grammar in the context of writing. To culminate, the students developed lessons to use in their future classrooms.

Writing Processes of Children / Eng. 4354

(2 sections)

Writing Processes of Children introduces teachers from any discipline to the pedagogical techniques to teach writing to their future students in the K -12 classrooms. Course includes engaging students in context-based writing activities. The culminating project asks the students to write a process-oriented lesson that they can immediately use in their classes.

Research and Critical Writing / Engl. 1312

(6 sections)

Rhetoric and Writing Studies Curriculum

Expository English Composition / Eng. 1311

(6 sections)

Rhetoric and Writing Studies Curriculum

Doctoral Coursework

2005-2008

Doctoral Seminars

Rhetorical History I

Carol Lea Clark

Rhetorical History II

Beth Brunk-Chavez

Composition Studies

Helen Foster

Advanced Critical Theory

Elaine Fredericksen

Rhetoric and Technology

John Scenters-Zapico

Concentration Courses

Postmodern Rhetorics

Helen Foster

Independent Research: Mexican History, 1876 – 1940

Samuel Brunk

Special Topics in Rhetoric and Composition (Contemporary Rhetorics)

Stacey Sowards

Foundational Courses

Introduction to Rhetoric and Writing Studies

Beth Brunk-Chavez

Community Literacy Internship

Isabel Baca

Borderlands History

Kate Mangelsdorf

Graduate Writing Workshop

Yolanda Chavez

Professional References

Victor Villanueva, Regents Professor

Washington State University

Rhetoric and Writing Studies

victorv@wsu.edu

Jessica Enoch, Professor of English

University of Maryland

Language, Writing and Rhetoric

jenoch1@umd.edu

Beth Brunk-Chavez, Professor of English and Dean of Extended University

University of Texas at El Paso

Rhetoric and Writing Studies

blbrunk@utep.edu

Languages

Spanish

Fluent in speaking, reading, and writing (academic level)