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April 3, 2012

Kristen Buckles, Acquiring Editor
Main Library Building, 5th Floor
1510 E. University Blvd.
P.O. Box 210055
Tucson, AZ 85721-0055

Dear Kristen Buckels,

If you recall, back in late October of this last year, I sat down with you in your office and gave you an enthusiastic synopsis of my book project. Several months later, I have now finished my proposal and am submitting it for your review. My book project, *Ocupando Nuestro Puesto: Mestiza Rhetorics of Mexican Women Journalists and Activists, 1875-1942* is centered on the social, political, gendered and rhetorical impact that pioneering and revolutionary female journalists had in shaping a new direction for women in Mexico.

My book will not only include a close historical and rhetorical analysis of these women's writings, but will also include translations of rare writings by each woman that this project focuses on. Along with submitting three chapters, I have included one of the translations that will be included with the final manuscript.

Thank you for your time and consideration of this project. If you have any questions, please feel free to call me or email me.

Sincerely,

Cristina D. Ramirez

Ocupando Nuestro Puesto: The Rhetotics of Mexican Women Journalists (1875-1942)

Cristina D. Ramirez

with translations by Joel Bollinger-Pouwels

Table of Contents

| | |
|---|---|
| Introduction – The Forgotten Writers: Mexican Women Journalists | 3 |
| Chapter 1 – <i>La Hija del Anáhuac</i> : The Rhetoric of Laureana Wright de Kleinhans | 4 |
| Chapter 2 – Las Mujeres de Zitácuaro’s Early Feminist Manifesto | 4 |
| Chapter 3 – Breaking Boundaries: Juana Belén Gutiérrez de Mendoza’s Rhetoric of the Mexican Revolutionary Precursor Movement | 5 |
| Chapter 4 - <i>Por la tierra y por la raza</i> : Post-Revolutionary Rhetorical Identity Politics | 6 |
| Chapter 5 – <i>La Mujer Moderna</i> : Hermila Galindo’s Political Feminism | 6 |
| Epilogue | 7 |

Manuscript Details

Book Summary

This book focuses on the rhetorical contributions of Mexican women journalists during the late nineteenth and early twentieth century, which has been heralded as the zenith of Mexican journalism. Journalists played a significant role in transforming social and political life before and after the Mexican Revolution, and women were a part of this movement as publishers, writers, and political activists, but their contributions to the broad historical changes associated with the pre and post-revolutionary area are largely excluded or overlooked. *Ocupando Nuestro Puesto: The Rhetoric of Mexican Women Journalists (1876–1942)*,¹ will fill a gap in rhetorical history and aims to translate, examine, and analyze the writings of Mexican women journalists, such as Laureana Wright de Kleinhans (1842-1896), Juana Belén Gutiérrez de Mendoza (1876-1942), las mujeres de Zitácuaro (1900), Hermila Galindo (1896-1954), and others. Using the overarching theoretical lens of mestiza rhetoric, this book will consider the ways in which they negotiated shifting feminine identities and the emerging national politics of the revolutionary era and will reframe the conversation about the rhetorical role women played not only in the Mexican Revolution of 1910, but also in the shifting political culture in Mexico that gradually came to include more participation by women.

The full length of the manuscript will contain approximately 260 pages with 142,000 words to include notes and various English translations of the women's primary sources. I am also hoping to include a picture of each of the highlighted women, which I don't believe hold any copy rights.

Delivery Date

Seventy five percent of this manuscript is completed. Currently, the introduction and chapter six require completion. As stated in the section on the current state of my research, I still have to research and read a bit more on several issues from a historical perspective and more on Hermila Galindo in order to complete the final chapter.

Chapter Descriptions

Introduction – The Forgotten Writers: Mexican Women Journalists

The introduction will focus my central thesis of the historical, rhetorical, and theoretical significance of the women considered in this study, which include Laureana Wright de Kleinhans (1842-1896), las mujeres de Zitácuaro (1900), Juana Belén Gutiérrez de Mendoza (1876-1942), Hermila Galindo (1896-1954). Next, I will establish the historical framework of the text 1876 – 1942. Although these are the women covered in the text, there will be a short overview of other women writing at the time and journals that were published, as well, a historical overview will be provided in order to contextualize the time

¹ *Ocupano nuestro puesto* means to occupy or to claim one's space. Juana Belén Gutiérrez de Mendoza used this phrase in several early writings in 1903 to announce her arrival on the Mexican journalistic scene.

period in which the women were writing. A brief section discussing the selection of translated writings included at the end of each chapter will also be included. The introduction will also provide the overarching theoretical framework of mestiza rhetoric by which these women's work will be explored. A discussion about the theoretical concept of the mestizaje will follow and how the Mexican culture had been living the mestizaje and representing and living it within their writings long before it became an elite philosophical theory of identity.

Approximate pages

15 with 8000 word count

I - La Hija del Anáhuac: The Rhetoric of Laureana Wright de Kleinhans

The first chapter explores the feminist writings and rhetorical methods of the first female journalist in the historical continuum of the feminist discursive emergence in Mexico. Wright de Kleinhans' writings of history, philosophy, and feminist theory represent the pioneer in the feminist movement in Mexico. Through close readings of her translated writings from *Las Violetas del Anáhuac*, *La emancipación de la mujer por medio del estudio*, and *Mujeres notables Mexicana*, it investigates Wright de Kleinhans' rhetorical method for establishing a feminine identity on the male dominated journalist scene. The chapter will examine how her writings and publications in the women's journal she served as literary director, *Las Violetas del Anáhuac* (1887 – 1888), sustained contradictory feminist stances that were simultaneously progressive yet traditional and nationalist and couched in an indigenous understanding of Mexico's history. At the end of the chapter the readers will understand that through sustaining a dual identity in her own writings and those she selected for publication in her journal, these discursive representations frame her writings within discursive expressions of an early mestiza identity.

Approximate pages

46 with 14,000 word count (including end notes; does not include translated works)

Translated works

- "Prospecto" by Wright de Kleinhans
- "Aquí Estamos" by María del Alba
- *La emancipación de la mujer por medio del estudio* – Parte primera (Part one) by Wright de Kleinhans

Approximate pages

10 pages with 4,500 words

II - Las Mujeres de Zitácuaro's Early Feminist Manifesto

Chapter three investigates Las mujeres de Zitácuaro's definitive stance regarding their gendered identity and public discursive stance, one that was on the verge of expanding with the Revolution only ten years in the future. The main document, *Manifesto*, represented the ideals of the Precursor Movement, also known as the liberal movement leading up to the Mexican Revolution, which were intertwined with the women's feminist discourse for societal change. This chapter highlights a rhetorical analysis of a series of primary documents of protest and feminist emergence published in 1900 by a group of women from the liberal club "Josefa Ortiz de Domínguez and Francisca Carillo," who also referred to themselves as las mujeres de Zitácuaro. This primary documents have not been uncovered or represented in any Latin American

study and reflect women's changing public rhetorical expression, identity and involvement between the time of Wright de Kleinhans's death (1896) and Gutiérrez de Mendoza's more radical writings (1903). More importantly, this chapter will demonstrate that through las mujeres de Zitácuaro's immediate reactions to the men's call for formation of liberal clubs, women were able to begin claiming their rhetorical space and identity. They created a symbolic space of resistance to the hegemonic structures of the Church, the patriarchy, and the belief that women were not politically active. This objective is in line with the spirit of mestiza rhetoric because the women were writing in-between societal spaces, the space of being confined to the home, which silenced them politically, and the space that they claimed in order to speak out.

Approximate pages

37 with 11,000 word count (including end notes; does not include translated works)

Translated Works

- "La mujer se emancipa de las opresoras cadenas del clericalismo" by Unknown author
- *Manifiesto* - Las mujeres de Zitácuaro.

Approximate pages

6 pages with 3,000 word count

III - Breaking Boundaries: Juana Belén Gutiérrez de Mendoza's Rhetoric of the Mexican Revolutionary Precursor Movement

Juana Belén Gutiérrez de Mendoza emerged as the grassroots and radical voice among women and men on the journalistic scene of the pre-revolutionary movement. This chapter provides a historical overview of the early life of Gutiérrez de Mendoza and shows the intersection of her early influences in life as the daughter of a *campesino* and wife of a miner with the philosophies she expressed in her early writings. The broader goal of this chapter is to analyze Gutiérrez de Mendoza's early writing from her newspaper, *Vesper: Justicia y Libertad* from 1903 and early 1910 with the beginning of the Mexican Revolution. In this chapter, I contend that Gutiérrez de Mendoza wrote to assert the political presence of Mexican women in a male-dominated discursive journalistic environment. The newspapers were a new type of imagined community where language, national politics, and cultural consciousness were being created and debated, and Gutiérrez de Mendoza's subjectivity must be considered in this historical process. Further, I liken the open debate in Mexican newspapers during this period that led up to the Revolution to the ancient Grecian Athenian Assembly where citizens debated political issues. As a female writer with a mestiza conscious, speaking and writing in this space reserved for only men, Gutiérrez de Mendoza carved a discursive space for future mestiza female journalists and writers through her harsh, edgy, and boundary-breaking discourse.

Approximate pages

45 with 14,000 word count (including endnotes; does not include translated works)

Translated works

- "A los Mexicanos" by Gutiérrez de Mendoza
- "Protesta" by Gutiérrez de Mendoza
- "Cuando se Muera" by Gutiérrez de Mendoza
- ¡Ecce Homo! by Gutiérrez de Mendoza

Approximate pages

6 pages with 3,500 word count

IV Por la tierra y por la raza: Post-Revolutionary Rhetorical Identity Politics

This chapter examines some of Gutiérrez de Mendoza's early writings; however, her writings from 1910 through 1924 are central to this chapter. Looking more closely at her later writings, her writings could prove philosophically contradictory to the currently accepted definition of mestizaje during this period, but they bridged the historical and rhetorical gap between those who had access to public discourse, such as the elite, and those who struggled for a voice in Mexico. Gutiérrez de Mendoza harbored contempt for the Spanish, other Europeans, and North Americans, whom she believed were interested in Mexico, not because they cared about the people or their culture, but whose objective was to colonize and subjugate them. She did not buy into the myth of modernity and the Eurocentric views to which so many of the elite philosophers and policy makers of the time, such as José Vasconcelos. Her discourse during the Revolution made her an organic intellectual in that she served as a link between the groups seeking revolutionary change and the rest of civil society. Her thinking shifted during this period, which is reflected in her writing and will be analyzed in this chapter. Her belief in the government's ability to change the situation of the workers and the indigenous people disappeared, and she realized that she would have to take an active role beyond her discourse in order to change the societal situation of the poor and disenfranchised. This chapter also analyzes a rare document titled *¡Por la tierra y por la raza!*, which was published in 1924 and was a response to Jose Vasconcelos's philosophy of the mestizaje in *La raza cosmica*.

Approximate pages

40 with 20,000 word count (including endnotes; does not include translated writings)

Translated writings

- "Contra todos los tiranos y contra todas las tiranias" by Gutiérrez de Mendoza
- "Véspers siempre ocupará su puesto" by Gutiérrez de Mendoza
- Chapter 3 of *¡Por la tierra y por la raza!* by Gutiérrez de Mendoza

Approximate pages for translations

12 pages with 4,800

V "La Mujer Moderna: Hermila Galindo's Political Feminism"

Hermila Galindo was one of the more outwardly political feminists of Mexico during the years of the Mexican Revolution; however, her career was short lived. This chapter will provide a background of her life and delve into a rhetorical analysis of her first speech, "The Woman of the Future" and other extant writings that have yet to be considered, such as *The Doctrine of Carranza and the coming of Indolatinos*. Galindo's revolutionary discourse introduced an intertextuality of cultures and ideas that she used to resist assimilation into the old governmental and societal regime. The cultural confluence of these writings points to a mestiza rhetoric, whose political agenda was feminism in nationalism, a radically new perspective for Mexican women, which gave them a more important role in society, one they did not have before. As an outspoken feminist and a mestiza, Galindo was at the forefront of blurring the lines

between the personal and the political, the intimate and the social and this chapter will introduce and analyze some of her writings that yet have yet to be considered by Latin American history, let alone rhetoric.

Approximate pages

30 with 14,000 word count (including endnote; does not include translated writings)

Translated writings

- “A la mujer lationamericana” by Hermila Galindo

Epilogue

With this book introducing various Mexican women writers that have not been closely studied in the disciplines of rhetoric and writing studies, the Epilogue will synthesize the chapters and will provide new and prospective directions in research. I will provide a documented list of women journalists/writers that have yet to be given the historical attention in any discipline and need to be considered in future dissertations or analyzes.

Approximate pages

10 pages with 4,500 words

Research Narrative

As a scholar of rhetoric, I have been researching these women’s writings from rhetorical and historical perspectives for over five years. Calls from scholars in rhetoric and composition have encouraged culturally diverse and gendered rhetorical representations; yet there remains to be any one study that provides substantial historical rhetorical analysis and translation of Mexican women’s writings. Building and expanding on my dissertation research, this book project, *Ocupando Nuestro Puesto: The Political Discourse of Mexican Women Journalists (1876–1942)*, will fill a gap in Mexican rhetorical history and aims to translate, examine, and analyze the writings of Mexican women journalists, such as Laureana Wright de Kleinhans (1842-1896), Juana Belén Gutiérrez de Mendoza (1876-1942), las mujeres de Zitácuaro (1900), Hermila Galindo (1896-1954), and others. The overall scope of my research is to look at the ways in which they negotiated shifting feminine identities and the emerging national politics of the revolutionary era. My investigation also seeks to reframe the conversation about the rhetorical role women played not only in the Mexican Revolution of 1910, but also in the shifting political culture in Mexico that gradually came to include more participation by women.

One of the Mexican women journalists I am researching, Gutiérrez de Mendoza, was born in San Juan del Río, Durango January 27, 1875. Over the years, I have taken several trips to the region in order to find primary research material on her. On the first trip, I traveled to San Juan del Río, Durango and located Gutiérrez de Mendoza’s baptismal record, an important primary document. On the second and third trips, I brought an advanced digital camera and took pictures of the newspapers that I have not been able to locate in any other documents or archives. From these two trips, I created my own extensive digital archive of various historical newspapers that I referenced and shared for research. There will be several primary works from this research that I will appear in the final manuscript for publication.

Current State of Research

One of the strengths of this book project rests in the fact that I have compiled a majority of these women’s primary writings, which include over five hundred pages of literary, political, and historical writings. I have procured these writings from the Benson Latin American Collection at the University of Texas in

Austin, the C.L. Sonnichsen Special Collection at the University of Texas at El Paso, and the Central Library of Durango, Durango, Mexico, “Jose Ignacio Gallegos Caballero.” I have read and experienced firsthand how many of the women’s works have either been lost or misplaced; however, the breadth of the sources I have collected and plan to collect will allow for a comprehensive, in-depth study and translation of their contributions.

The research that remains includes traveling to the Benson Latin American Collection housed at the University of Texas in Austin to search the archives again for any remaining works by these women. I also plan to visit the Central Library of Durango, Mexico one more time to view the archival works for the book and to take more digital pictures for my personal archive. These visits are important to this book because the findings will complete the research I am doing for the writings to be translated. I have submitted for a summer National Endowment for the Humanities grant in order facilitate these visits.

As either an extension of the chapter or included as an appendix, I plan to cover the translations of at least two each writer’s primary writings. Currently, I am working closely with my translator, Joel Bollinger Pouwels, and we have started the process of translating the significant writings that we have selected.

The one female journalist whom I have not written about is Hermila Galindo. Her contributions to journalism in Mexico in the early 1900’s are significant, and so her writings necessitate a chapter. I have yet to analyze her work, which would include reading and analyzing *La doctrina Carranza y el acercamiento indolatino* and her speeches from the First and Second Feminist Congresses.

Organization, Voice and Style

The organization of this book will be in chronological order representing a build-up of women’s voices in Mexico starting from an almost conservative, yet pioneering stance in the 1880s beginning with Laureana Wright de Kleinhans and then leading into the more revolutionary and outward feminist positions of las mujeres de Zitácuaro, Juana Belen Gutiérrez de Mendoza, and Hermila Galindo.

The voice of the book’s narrative will be scholarly; however, the writing will not be so complex that it would not be accessible to undergraduate students or an audience outside of academe. I expect this book to appeal to students and scholars in various fields because of its significance as the first book that considers and rhetorically analyzes only Mexican women journalists. The women chosen for this study are significant because they were among the first to openly challenge Mexico’s status quo that prevented women from speaking and sharing their ideas in public. Through the nineteenth century in Mexico, colonial-era gender traditions persisted. Even though many more women were able to pursue an education in Mexico, first under Benito Juárez and then under Porfirio Díaz, women were not encouraged nor allowed to make use of their education in the public sphere except as teachers. At the time, for a woman to write and publish in a public literary or political magazine on topics of philosophy, politics, history, and emerging feminism was extraordinary. The corpus of work these women have left rivals that of any woman writing at the time, and yet their writings have not been made available for a wider audience.

This study is relevant and timely in that to date there is no book in the field of rhetoric and writing studies that deals with Mexican women writers. Feminist rhetorical histories focus mostly on African-American, American, European, and Grecian women writers, yet there remains a study to be conducted beyond a scholarly article or two that examines the rhetorical contributions of Latin American women. Hence, this book will appeal to scholars in and outside of the discipline of rhetoric and readers interested in the history of Mexico combined with the presentation of women’s history and their writings.

Audience

Ocupando Nuestro Puesto's primary audience focuses on scholars of Rhetoric and Composition because this will be the first study in the field that considers Mexican women as part of the disciplinary scope; however, scholars of Latin American Studies, Women's Studies, Chicano Studies, and Mexican-American Studies, will also value this work as furthering the knowledge of their respective disciplines. This study centers on Mexican women writers who were contributing to the creation of new and revolutionary identities that crossed and blurred societal and political boundaries, and this critical documentation of their writings will contribute to further research in the listed disciplines. It will also reach Latino/a undergraduates and even popular audiences in need of a positive and strong representation of Mexican women.

With a prominent Rhetoric and Composition scholar and historian such as Jacqueline Jones Royster agreeing to write the Preface to this book, I envision it being used in classes such as a History of Feminist Rhetorics, Contemporary Rhetorics, Women's Cultural Studies, Mexican Cultural Studies, and Latin American Studies, Post-Colonial Studies, Border Studies, Chicano/a Studies. Scholars and students outside these areas of study may also purchase the book for the primary documentation of the Mexican women writer's work. In the past decade, the topic of Mexican women writers has gained notoriety and popularity because of the importance connected to the growing Hispanic populations around the country, which has increased the need for more books that represent and speak to this population.

The first chapter of my dissertation, "Forging a Mestiza Rhetoric: Mexican Women Journalist's Role in the Construction of a National Identity" was published in the top tier one journal of my field of College English. (*College English* 71(6), 2009) This chapter, however, will not appear as the introduction. Since I have completed and defended my dissertation, I have done much more research into the subject and am planning on including a more extensive perspective on women writers/rhetors. With this publication, it shows that there is a major interest into this topic of Mexican women writers/rhetors and would be a popular text.

In my own field of rhetoric and composition, there is no book representing Mexican or Latina women rhetors of which to compare or contrast. This would be the first book on Mexican or Latina women writers. However, there have been various rhetorical analyses on women from various backgrounds that have been well received, and this book would attract a similar readership, which is deeply interested in the study of women's rhetorics.

Atwater, Deborah. *African American Women's Rhetoric: The Search for Dignity, Personhood, and Honor*. Lanham, MD : Lexington Books, 2009.

Eldred, Janet Carey and Peter Mortensen. *Imagining Rhetoric: Composing Women of the Early United States*. Bloomington: Indiana University Press, 2002.

Logan, Shirley. *"We Are Coming" The Persuasive Discourse of Nineteenth Century Black Women*. Carbondale: Southern Illinois University Press, 1999.

Johnson, Nan. *Gender and Rhetorical Space in American life, 1866-1910*. Carbondale: Southern Illinois University Press, 2002.

Miller, Hildy and Lillian Bridewell-Bowles, eds. *Rhetorical Women: Roles and Representations*. Tuscaloosa: The University of Alabama Press, 2005.

My project aims to contribute substantially to the field of rhetoric and composition by presenting Mexican women journalists in the historical canon and then framing their accomplishments as having forwarded a new Mexican identity for women. Further, since this project is multidisciplinary I am also considering books within Latin American studies that have dealt with the similar topic of Mexican women in societal and identity politics.

Olcott, Jocelyn, Mary Kay Vaughan, and Gabriela Cano, eds. *Sex in Revolution: Gender, Politics, and Power in Modern Mexico*. Durham: Duke University Press: 2006.

Pérez, Emma. *The Decolonial Imaginary: Writing Chicanas into History*. Bloomington Indiana: Indiana University Press: 1999.

Porter, Susie S. *Working Women in Mexico City: Public Discourses and Material Conditions 1879 – 1931*. Tucson: The University of Arizona Press, 2003.

Stephanie Mitchell and Patience A. Schell. Eds. “The Faces of Rebellion.” *The Women’s Revolution in Mexico, 1910 – 1953*. Lanham: Rowman and Littlefield Publishers, Inc., 2007.

From the historical context that these Mexican women journalists were writing, this study will show that they were taking part in the revolutionary creation of not only a feminist idea of discourse, but of one that combined several identities, Mexican, European, indigenous, and female: a *mestizaje*. Gloria Anzaldúa, contemporary poet and rhetor, defines *mestizaje* as a confluence of cultures and concepts that come together in an individual, a community or a text causing angst and discomfort. From the discomfort and confusion rises a new plural identity that realizes and accepts the other facets of itself; the mestizo/a accepts his/her plurality. This project aligns with Latin American studies, which focuses on recovering Mexican women, but this investigation is augmented and given life by using rhetorical theory as a lens.

This project that considers the historical and rhetorical importance of Mexican women journalists will serve two purposes: 1) to introduce Mexican women rhetors for the first time into the discipline of rhetoric and writing studies, and 2) to provide the translated works of these women writers to an English speaking audience. This project introduces women writers that very few historians are aware existed and situates them within a pivotal moment in the Mexico’s history. By including Mexican women’s rhetorics into the annals of rhetorical history and recognizing that women in Mexico were taking part in creating and enacting the theoretical concept of *mestiza rhetoric*, it will expand academe’s understanding of what it means to write as a woman of color in colonized spaces and augment their historical representation.

Suggested Peer reviewers:

The following scholars are qualified to offer an objective assessment of my project:

Cristina D. Ramirez, Ph.D.

Assistant Professor
English Department - RCTE
1423 E. University - ML 474
University of Arizona
www.cristinadramirez.com

Education

Doctor of Philosophy - Rhetoric and Writing Studies
The University of Texas at El Paso (UTEP)

August 2009

Master of Arts – English Education
The University of Texas at El Paso

May 2004

Bachelor of Arts - English Literature
with a Minor in Spanish and Secondary Education
The University of Texas at El Paso

December 1993

Research and Teaching Interests

Writing Across the Curriculum
Post-secondary Learning and Research

Writing Project
Latin American Rhetorics

Publication

“Forging a Mestiza Rhetoric: Mexican Women Journalist’s Role in the Construction of a National Identity.” *College English* 72.1 (2009).

Co-authored with Gail Rioux. “Working Toward Relevant Homeland Security Education Programs through an Education Needs Assessment.” *Homeland Security Education* 1(1) 2012.

Published Research Report

Co-authored with Gail Rioux. “Homeland Security Education Needs Assessment.” The National Center for Border Security and Immigration. Washington, D.C. July 2010. Award Number: 2008-ST-061-BS0001.

Forthcoming Publication

“*Venimos a ocupar nuestro puesto*: The Revolutionary Rhetoric of Juana Belén Gutiérrez de Mendoza.” Ed. Jennifer Speed. *Revolutionary Women: Portraits and Essays*. Spring 2011.

Presentations

“New Spaces for Inquiry: Writing in the Technical College Classroom.” *Conference on College Composition and Communication*. St. Louis, MO. March 2012.

“Ocupando Nuestro Puesto: Mestiza Rhetorics of Mexican Women Journalists (1976-1924).” *The Annual International Forum for the Study of Borderland Cultures*. University of Arizona. Feb. 2012. Invited.

“Writing Across the Curriculum: Giving Students the ‘Write’ Edge for Success in a Competitive Job Market.” Conference for Career Colleges for the State of Texas. Baytown, Texas. October, 2012. Invited.

“Improving Western Technical College Students’ Learning and Competitiveness in their Fields through Writing Across the Curriculum: An In-Service on how to Develop a Writing Assignment from Implementation to Grading.” Western Technical College. December 2011. Invited.

“Homeland Security Education Needs Assessment.” Naval Postgraduate School & Center for Homeland Defense and Security Conference. October 2010. Invited.

“Critical Teaching Skills at the Middle School/High School Level.” Metropolitan State College of Denver English Department. April 2010. Invited.

“Connecting DHS On-the-Job Realities with Academia.” Naval Post-Graduate School Education Summit. Georgetown University. February 2010.

“Laureana Wright de Kleinhans: Constructing a New Feminine National Identity.” V Coloquio Internacional de Historia de Mujeres y de Genero. Oaxaca, Mexico. March 2010. (Presentation in Spanish).

“Education Needs Assessment: Homeland Security Education Program on Border Security and Immigration.” Department of Homeland Security Site Visit. University of Texas at El Paso. December, 2010.

“Mestiza Voices: Mexican Women Journalists in the Formation of Discursive Spaces.” Feminisms and Rhetorics Conference. Michigan State University. September, 2009.

“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, September, 2009. Invited.

“Improving Peer Review with On-line Technologies.” International Sun Conference on Teaching and Learning. University of Texas at El Paso, February, 2009.

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

“Writing the Personal Statement: Open Doors to Graduate Schools with Narrative.” Professional and Scholastic Development for Undergraduates Workshop. University of Texas at El Paso, November, 2008. Invited.

Recovering Lost Rhetorics: The Feminist Manifesto of Las Mujeres de Zitácuaro.” Feminist Rhetorics and Social Justice Research Forum with Karlyn Kohrs Campbell. Syracuse University, October 2008.

“Mestiza Rhetoric: Mexican Women Journalists and Activists 1876-1940.” Retórica Frontera Symposium and Open House. University of Texas at El Paso, April 2008.

“*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, March 2008. (Presented in Spanish)

“Service Learning: A Graduate Student’s Experience.” Border Learning Conference. Las Cruces, NM, February, 2008.

“Juana Belén Gutiérrez de Mendoza’s Turn of the Century Mexican Feminist Civic Discourse.” Feminisms and Rhetorics Conference. Little Rock, AK., October 2007.

“On the Border of Transforming Race, Pedagogy and Community.” Race and Pedagogy National Conference. University of Puget Sound, September 2006.

“*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, March 2006.

“Narratives Bridging Borders: Cross Border Writing Collaboration.” Second Annual Border Literacy Festival. University of Texas at El Paso, December 2003.

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

Teaching Experience **University of Arizona**

August 2011 - present

Spring 2012, I am teaching a doctoral level class (696T) that I developed titled *Theories of Border Rhetorics*. This course investigates the fundamentals of *mestiza consciousness* and *mestiza rhetoric* as a rhetorical, linguistic, political, identity, and social strategy which perceives the world from a dual-cultural experience creating a new, sometimes radical, space of knowing, which resists a linear form of logic and understanding. This discursive clashing and coming together of cultures, which happens on a daily basis through various mediums in our

transnational society, inevitably creates a new culture, with representative aspects of each culture in the new. This course is interdisciplinary in that it covers readings from political science, Latin American Studies, Sociology, Communications, and Literature.

Western Technical College

August 2010 – April 2011

Business Technical Writing

The department which I teach prepares students for careers in Electronics Engineering Technology and Information Security Systems. This course involves fifty contact hours in ten days with traditionally under-served students, and I have strategically combined the theoretical and practical aspects of writing and have developed problem-based real world writing assignments. I am redirecting the curriculum with methods and theories of Writing Across the Curriculum through college-wide in-service. Technology enhanced classes.

University of Texas at El Paso

Summer 2003, Spring 2005-Spring 2009

Rhetoric and Writing Studies

Assistant Instructor

Work Place Writing and Organizational Communication 3355

Technology Enhanced, Computer Classroom

As part of the program's push to realign the writing curriculum, the Work Place 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, encourages discussion and response to current rhetorical theory, and engages students in meaningful research. I was involved in the piloting of this new course by teaching three sections and contributing my own unique pedagogical approach.

Teaching Grammar Through Writing 3303

Technology Enhanced, Computer Classroom

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

Writing Processes of Children 4354

Writing Processes of Children introduces teachers from any discipline with the pedagogical techniques to teach writing to their future students in the K -12 classrooms. Future teachers learn how to engage students in writing activities that are context based, meaning that the students first read to write, which produces richer and more complex texts. The culminating project asks the students to write a process oriented lesson that they can immediately use in their classes.

Research and Critical Writing 1312
Realigned Rhetoric and Writing Studies Curriculum
Technology Enhanced, Computer Classroom

Expository English Composition 1311
Realigned Rhetoric and Writing Studies Curriculum

El Paso Community College Rio Grande Campus
English Faculty Adjunct Instructor

Summer 2005 and 2006

Expository English Composition 1301
Technology Enhanced, Computer Classroom

El Paso Independent School District
Full-time Instructor

Fall 1993-Spring 2005

Henderson Middle School
Lincoln Middle School
El Paso High School

Grades 7-8
Grades 7-8
Grades 9 -12 and Dual Credit

Full-Time Research under a Federal Grant

June 2009 – August 2009

Post-Doctoral Fellowship

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. NCBSI's mission is to develop a HS bachelor's based on the needs of the agency's employees. As a key member of the research team, I administrated and presented this survey at agency locations around the country and also within the university setting. I gained experience in quantitative research, public speaking, and administrative experience in managing a 1.4 million dollar grant.

Summer Scholars Academy

June – August 2010

The National Center for Border Security and Immigration's main goal is to promote underrepresented students in the STEM areas. As part of this initiative, I directed a ten week summer undergraduate research program with eight students and six professors. I planned Talk & Tours with government and international agencies and also helped organize a Cross-border Security Panel discussion with Tecnológico de Monterrey. The program culminated with the students presenting their research to community and university leaders.

Related Work Experience

International Research Trips to Durango, Durango, Mexico
April 2008, March 2007, December 2006

One of the Mexican women journalists I am researching, Juana Belén Gutiérrez de Mendoza, was born in San Juan del Río, Durango on January 27, 1875. I took several trips to this

region in order to find primary research material. From the information gathered on these trips, I created my own extensive digital archive of various historical newspapers that I have referenced and shared for research.

Writing Tutor and Lab Coordinator
El Paso High School

Aug. 2004-May 2005

Because of my graduate work, and my experience with the West Texas Writing Project, I was selected to work in the writing lab. In the lab, I worked with students from grades 9 -12 on writing projects, monitored the opening and closing of the lab, scheduled classes, and introduced students to writing in digitally enhanced environments. I worked with a Smart Board on various occasions and introduced students writing in real world situations.

Children's Literature Conference
Coordinator and Promoter

Fall 2004

As coordinator of this conference, I was in charge of assuring that the conference, attended by 300 + people, started and ended smoothly. The coordinating job involved advertising, securing the venue, ordering the food, organizing and distributing the packets, and recruiting volunteers to work at the conference.

West Texas Writing Project
Co-Director

Summer 2002-2003

As Assistant Director in the West Texas Writing Project, I provided support in many areas, such as coordinating the summer program, and presenting lessons. On several occasions, I planned and carried out writing retreats, accompanied and presented with the Directors in the Central Texas Region where we discussed current issues of our Writing Project, and consulted with members of the Texas Education Agency. Part of my master's thesis was adopted as a component of the West Texas Writing Project curriculum guide.

Community Book Promoter and Sales Director

Fall 1997-2001

At Henderson Middle School, a school situated on the U.S. / Mexican border, I proposed incorporating Scholastic Book Fairs to promote literacy while raising funds to purchase books for the classroom. For four years, I coordinated book fairs with the entire school, aligning class schedules for visits, encouraging the PTA's involvement, advertising the fair to the surrounding community, and handling the monies. In 1999, we were recognized for the fourth highest book sales in the El Paso region.

Honors and Awards

Graduate School Dodson Doctoral Fellowship

Spring 2009

The Dodson Doctoral Fellowship is an endowment from the Lee and Harriet Dodson Estate established at the University of Texas at El Paso in order to assist doctoral candidates in their

final semester of studies. Each year, six doctoral candidates are selected from a pool of applicants to receive funding for time off to concentrate on and complete the dissertation.

Teachers for a New Era Carnegie Research Grant

Spring 2006

This project was carried out under the auspices of Keith Polette. I was charged to write the research proposal and seek IRB Board approval. The plan involved visiting classrooms of model teachers, videotaping their lessons, and sharing them as case analyses in the college education classroom. Mr. Jim Marshall, ESL instructor at Guillen Middle School, located less than one mile from the Mexican border, served as my main model teacher. He presented lessons on how he has successfully raised ESL students' test scores to passing in one year.

Outstanding Graduate Award
University of Texas at El Paso

Fall 2004

Community Work

Writing Internship with not-for-profit organization, AVANCE

Fall 2007

The Rhetoric and Writing doctoral program required a writing internship with a not-for-profit organization. I chose to work with AVANCE, an organization whose mission is to help parents learn English skills that will help them break the cycle of poverty. I connected my research on Mexican women to the mostly female students at AVANCE. I conducted lessons to promote critical thinking about the English they were learning, which lead the students to develop strategies to use their English skills in their community. Some of the strategies they developed and implemented were translating bills for their neighbors, and accompanying friends to parent/teacher meetings to serve as a translator.

Eliminating Racism, Empowering Women
Leadership Institute – YWCA

Fall 2007

Selected through a nomination, I participated in a Leadership Institute that required its participants to organize and implement a community project. Our group decided to raise money for two scholarship award of a thousand dollars. When we distributed the project's jobs, I elected to visit several high schools to publicize the scholarship and offer first-hand assistance in writing the application essay. I recruited, mentored, and directed several students on how to write and present their scholarship papers.

International Research Trip

Fall 2005

To write a paper on the cross-border non-profit organizations of Machela o'Oba for the international border conference of *Linea Terrarum* held at the UTEP in Spring of 2006, I traveled with Moises Guerrero, the founder, and Dr. Neil Devereaux to Chihuahua Mexico to document the organization's work. I interviewed several Mexican government officials, Diputado Beto Pérez and Diputado Comaduran, and asked them questions about the

treatment, educational advancement, and political standing of the indigenous people of Chihuahua. I also interviewed several indigenous women and their families.

Coursework

Doctoral Seminars

Rhetorical History I

Dr. Carol Clark

Rhetorical History II

Dr. Beth Brunk-Chavez

Composition Studies

Dr. Helen Foster

Advanced Critical Theory

Dr. Elaine Fredericksen

Rhetoric and Technology

Dr. John Scenters-Zapico

Concentration Courses

Postmodern Rhetorics

Dr. Helen Foster

Independent Research: Mexican History, 1876 – 1940

Dr. Samuel Brunk

Special Topics in Rhetoric and Composition (Contemporary Rhetorics)

Dr. Stacey Sowards

Foundational Courses

Introduction to Rhetoric and Writing Studies

Dr. Beth Brunk-Chavez

Community Literacy Internship

Dr. Isabel Baca

Borderlands History

Dr. Kate Mangelsdorf

Graduate Writing Workshop

Dr. Yolanda Chavez

References

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