

David

Hawkins-Jacinto

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- High **5.6 avg** on **teaching evals** (out of 6) across various classes

- **Service:** member of several University-wide and WRS dept. committee cohorts

- Original **course designer** for WRTG 4200, 4070, 5830 and 7000

- **Coordinator** for both WRTG 3015 & CEL instruction

- **Equity, Diversity & Inclusion** focused instructor involved in promoting EDI thru community partnerships, curriculum dvlpmt, service work & campus collaboration

TEACHING EXPERIENCE

Associate Professor/Lecturer

2011–Present

Dept. of Writing & Rhetoric Studies
University of Utah, Salt Lake City

Design and teach a variety of writing and literature courses for University graduate students and undergraduates, including Popular Nonfiction (WRTG 4200), Body Rhetorics (WRTG 4070), Honors Writing (HNRS 2211), Writing the Dissertation (WRTG 7000), Digital Publishing & Editing (WRTG 5830), Visual Rhetoric (WRTG 4030), Creative Writing Workshop (ENGL 2500), Advanced Poetry Workshop (ENGL 3520), Writing for Publication (WRTG 6000), Professional Writing (WRTG 3015), Intermediate Writing (WRTG 2010), and Diversity in American Literature (ENGL 2700).

- WRS Committee on Diversity, Equity & Inclusion, 2020-present
- Elected Member, Senate Advisory Council on Diversity (SACD), 2020-22
- Career-Line WRS Committee, 2020-present
- CL Hiring Committee, WRS, 2020 and 2018
- Coordinator, Diversity Scholar Block U, fall 2020
- Design Editor, *The Undergraduate Journal of Contemporary Issues & Media*, 2018-present
- Curriculum Section Committee, Bennion CEL Center, 2016-present
- 2015 and 2010 *Excellence in Teaching* Awards, Dept. of Writing & Rhetoric Studies
- Coordinator, Diversity Scholars/Honors Writing cohort, 2014-present
- Coordinator, Transfer Student Block U, fall 2014
- Faculty Coordinator, WRTG 3015: Professional Writing, 2013-present
- Editor/Instructor, *The University Writer*, annual dept. newsletter, produced in coordination with WRTG 5830, 2013-present
- Faculty Writing Instructor, LEAP Learning Community, 2005-11
- Editor-in-Chief, *Quarterly West* (lit magazine), 2001-05
- Graduate Teaching Fellow, Dept. of English, 2000-04

Associate Instructor

1995–2000

Dept. of English/Graduate Studies Writing Program
BGSU, Bowling Green, OH

Designed and taught a variety of writing and literature courses for University undergraduates, including Creative Writing Workshop (Eng. 209), Varieties of Writing (English 112), Introductory Writing (English 111), and Developmental Writing (English 110). Also developed and taught a summer abroad course at the Universidad Autonoma in Guadalajara, Mexico on Meso-American narratives and contemporary Latin American literature (Pop Culture 325).

- Faculty Instructor, Chapman Residential College, BGSU 1998-2000

EDUCATION

Ph.D., Literature and Creative Writing, University of Utah, Salt Lake City, UT, 2008

- Emphasis in Creative Writing (Poetry/Non-fiction), Postcolonial Theory, Joyce Studies, 19th-21st c. English & American Lit., Modernism, Writing Pedagogy
 - Dissertation: *Dark Adaptations: Poems* (Chair: Jacqueline Osherow)

MFA, Creative Writing, Bowling Green State Univ., Bowling Green, OH, 1997

- Emphasis in 20th c. Poetry, Meso-American Lit., Early American Lit (1500-1750), Magazine Production
 - Thesis: *In Praise of a Failed Landscape: Poems* (Chair: Sharona Muir)

BA, Psychology, The George Washington University, Washington, D.C., 1992

- Emphasis in I/O Psychology, Neuropsychology, Diagnostics

COURSES TAUGHT

WRTG 2010: Diversity Scholars Research Writing, 2018-present

A course designed to prepare students for the rigors of university research writing, with a special emphasis on argument, rhetorical synthesis, and documentation. In 2018 the course was revised by the instructor (in partnership with Ethnic Studies) to include a thematic emphasis on diversity literatures and topics, including social justice and food, gender equity, race and white privilege, the LGBTQ community, and disability studies. In coordination with the University's Diversity Scholars (DS) cohort and the Center for Ethnic Student Affairs (CESA), this WRTG 2010 course provides unique support for University students of color, DACA and unDACAmented communities, and LGBT students.

WRTG 4200: Popular Nonfiction, 2015-present. University of Utah

A writing workshop and examination of popular forms in nonfiction, exploring contemporary examples (Coates, Lopate, Mary Karr, Hunter Thompson, Strayed, Shields) and the roots of the tradition. Writing exercises and workshopping of student prose is a central element of the course. In discussions, special attention is paid to the development of the essay and the memoir, as well as to narratological structure and theory.

WRTG 4070: Body Rhetorics, 2015-present. University of Utah

A course designed to examine the language used to discuss, describe, diagnose and categorize human bodies. This class analyzes the way rhetorical choices have shaped our understanding of sex/sexuality, gender, disability and ethnicity/race. Experiential learning reinforces class discussion through trips to the anatomy lab, art studio, and boxing gym (&c.). Paying close attention to the representation of bodies in film, literature, journalism, art, advertising, science and philosophy, this class tracks the appearance of corporeal matter in a wide range of genres and fields. Students in the course investigate the work of social critics (Freidan, Steinem), theorists (Irigary, Cixous, Butler, Bordieu), and other important thinkers (Said, Foucault, Wacant, Mol, Agamben) who discuss language and the body.

WRTG 4030: Visual Rhetoric, 2013-Present. University of Utah

A course that explores the growing importance and historical significance of visual rhetoric—that is, the ways in which argumentation, logic, and reasoning are used to construct important messages in visual mediums. Central to this course is the way that images and design features are used strategically to construct meaning and produce powerfully persuasive communication. Students explore argumentation theory, the laws of

formal logic, rhetoric, and semiotics, in order to examine different strategies for integrating words and images in arguments. Special attention is paid to diagrammatic representations of data (such as charts, graphs, and process diagrams), elements of document design such as layout, and other visual features, including typography and visual multimedia.

WRTG 5830: Digital Publishing & Editing, 2013-Present. University of Utah

A cross listed course (undergraduate/graduate) designed to instruct students in the techniques used in the book and magazine publishing industry. Students are led through the process from content selection and development to feature writing and editing, from audience analysis to document design, layout, and production. Classes are conducted in the UWP's designated editing lab and students are taught layout and design on Adobe's InDesign software (the industry standard). The course also includes a CEL component, allowing students to work with a community partner in a publishing project.

- **Editor**, *The University Writer*, Dept. newsletter, produced in coordination with the WRTG 5830 course.
- **Design Editor**, *The Undergraduate Journal of Contemporary Issues & Media*, produced in coordination with the Senior Thesis course, WRTG 6000 and the WRTG 5830 course.

CESA Writing Bridge, 2016. University of Utah

An intensive 3-week summer bridge course taught through the Center for Ethnic Student Affairs for first generation Diversity Scholars entering the University of Utah. Students enrolled in the class are selected from the Granite school district, and course readings/discussions target contemporary diversity and equity concerns, both in education and public policy. Students research and write about class topics while reflecting on their own personal experiences. Students also explore a variety of campus resources—including the University Library, the Writing Center and Writing Dept., and the Honors College.

HONORS 2211: Honors Writing (Diversity & Equity), 2012-present

A course originally designed to prepare students for the types of writing they will need to compose at the university, with a special emphasis on research, rhetorical synthesis, and argumentation. In 2014 the course was revised by the instructor (in partnership with Ethnic Studies) to include a thematic emphasis on diversity literatures and topics for discussion, including gender equity, race and white privilege, the LGBTQ community, and disability studies. Now in coordination with the University's Diversity Scholars (DS) cohort and the Center for Ethnic Student Affairs (CESA), this HONORS 2211 course provides unique support for University students of color and LGBT students—and serves as an entry point for 2nd year DS students seeking to join the Honors College.

WRTG 7000: Dissertation Writing, 2011-Present. University of Utah

A graduate-level, inter-disciplinary writing course designed to assist the Ph.D. candidate in the composition of the dissertation. Research, analytical, and theoretical/argumentative dissertation models are discussed as well as the role of the Prospectus, the abstract, the literature review, methods, results and conclusion. Workshop sessions target individual sections of student dissertation work, emphasizing both discipline-specific rhetorical conventions and audience expectations.

WRTG 3400/3015: Professional Writing, 2001–2016. University of Utah

A course bridging the gap between the practical concerns and forms of Technical Communication and the argument-oriented field of Business Writing. Students are instructed in effective strategies for composing cover letters, résumés, business memos, project proposals, grant applications, web pages and other professional documents. The

course culminates in a Community Engaged Learning (CEL) Project where students work collaboratively with peers to produce professional documents for local non-profit agencies.

- Faculty Coordinator, WRTG 3015: Professional Writing, 2013-Present

WRTG 6000: Writing for Publication, 2008-13. Univ. of Utah

A course of graduate study that emphasizes the carefully constructed discourse of different disciplines—both in their university-designated existence and textual embodiment. Graduate students examine the choices available to writers in their individual disciplines to understand the expectations that are used to assess their own scholarly work. The class also explores the structure and operation of the scholarly publishing industry and provides students with an opportunity to workshop drafts of scholarly work intended for publication.

ENGL 2500: Creative Writing Workshop, 2002-12. University of Utah

A mixed-genre creative writing course designed to introduce students for the workshop process. In addition to writing, students read and analyze classic and contemporary poems, stories, and creative nonfiction. Class discussions focus on the writing process, the choices writers make in creative composition, and the impact of these choices on the written work.

ENGL 3520: Poetry Workshop and Techniques, 2004. University of Utah

A creative writing course in verse forms and techniques (prosody & poetics). Workshop sessions focus on student work, while class discussions focus on readings (Dickinson, Bishop, Lowell, Merrill, Ashbery—and others). Poetic forms (from sonnets to ghazals) and recitation (each student must present a poem from memory) are also emphasized as part of this course.

ENGL 2700: Diversity in American Literature, 2002. University of Utah

Teaching Assistant to Dr. Robert Newman

A literature course that explores the diverse voices of the American Canon, from Twain and Dickinson to Sherman Alexie and Sandra Cisneros. Lectures focused on examining important themes and tropes in the literature as well as elucidating the historical background. Weekly discussion groups, conducted by Teaching Assistants, focused on students' interests in the reading.

WRTG 2010: Writing for the University, 2000–12. University of Utah

A course designed to prepare students for the rigors of writing at the university level. Special emphasis is given to argumentative skills, synthesis, and research techniques.

Pop Culture 325: Legend & Literature in Meso-America, 1999.

This course, taught at the Universidad Autonoma de Guadalajara for BGSU's study abroad program, focused on the indigenous and contemporary literature of Meso-America. From early oral to contemporary Mexican literature (Sor Juana Inés de la Cruz, Juan Rulfo, Augustín Yañez, etc.), the class explored the cultural and literary roots of the host country.

English 209: Creative Writing Workshop, 1997. BGSU

A course designed to introduce BFA students to the workshop process and basic formal concepts. Includes extensive reading and analysis of 19th and 20th century fiction and poetry (Whitman, Stevens, Hart Crane, Ashbery, as well as Hawthorne, Faulkner, O'Connor and contemporary nonfiction writers/memoirists) and drafting/revision of student work.

English 110/111/112: Developmental Writing, 1995–2000. BGSU

A series of courses designed to prepare students for the rigors of academic writing. These courses focus on areas of research, thesis development, argumentation, and synthesis. 110

and 111 emphasize argument forms and strategies (as well as grammar and mechanics), while 112 emphasizes research and sophisticated techniques for source use.

PROFESSIONAL ACTIVITY & SERVICE

Elected Member 2020-present
Senate Advisory Committee for Equity, Diversity & Inclusion (SAC-EDI), University of Utah
Elected to committee which advises the campus-wide Senate Faculty on issues of Diversity, Equity & Inclusion. Lead subcommittee responsible for developing campus wide strategies aimed at creating a more positive environment for inclusivity and equity across the university (Culture Change).

- *Chair*, Subcommittee on Culture Change, SAC-EDI

Faculty Member 2020-present
Committee on Diversity, DWRS
Active member of newly created committee responsible for addressing issues related to equity, diversity and inclusion in Writing department practices and policy. These include public-facing announcements (e.g., the department's diversity and land acknowledgment statement), PR, hiring practices, pedagogy approaches, curriculum development and other department initiatives. Currently working with committee Chair, Dr. Romeo Garcia on grant development to support diversity training in Writing classrooms.

Faculty Member 2016-present
Curriculum Review Committee, Bennion Community Engaged Learning Center
Invited committee member. Collaborate with a group of faculty from across campus to review new course applications for CEL designation and perform 5-year reviews of existing CEL courses (i.e., to determine whether still active and meeting Bennion standards). The Curriculum Committee reviews course materials (syllabi, assignment materials, &c.) and makes recommendations to the Bennion Chair. Also reviews internal policy document and Bennion-led curriculum to ensure consistency with CEL values. Work with outside faculty to assist in understanding committee expectations and review process.

Faculty Member 2020-present
Career Line Faculty Committee, DWRS
Member of newly created department cohort to discuss concerns related to Career Line faculty work and needs. These include peer mentorship, the CL faculty RPT process, and workplace support. Committee is currently working to prepare CL instructors for the annual review process (2020-21).

Board Chair/Advisory Board 2013-present
Mestizo Institute of Culture & Arts (MICA), Salt Lake City
Lead volunteer board of local nonprofit (501(c)3), whose mission is to strengthen and build community through arts, civic engagement and dialogue—and to use art as a tool for social change. Situated in the greater Salt Lake area, MICA operates the Mestizo art gallery and regularly participates in the city's Gallery Stroll. Help oversee and promote MICA events and activities, including open mic nights, community book clubs and workshops, poetry slams, public readings and other community events. Develop partnerships with other community organizations and maintain board governance.

- Coordinate joint activities with University of Utah and helped plan several literary events, bringing writers, performers, and scholars into the community.
- As *Grant & Fundraising Chair* (2013-15) increased organizational grant funding by nearly 75% in first year.
- In 2019 retired from active board and transitioned to Advisory Board capacity.

Co-Curator, *SuperHUMAN* 2012-13
Central Utah Arts Center (CUAC)
Aljira, a Center for Contemporary Art
With Jorge Rojas, curated a fourteen artist exhibit for Utah's premier non-profit center for contemporary art, CUAC, and Aljira, a Center for Contemporary Art. Collaborated in the development of exhibit theme and selected works, and produced all catalog content and design as well as press release material (*art agenda*) and web content. Exhibit features the work of Kerry James Marshal, Chitra Ganesh, Edgar Arcenaux, Shaun El. C Leonardo, William Pope.L, Xaviera Simmons and others. Entire exhibit traveled to Aljira (Newark, NJ) for fall showing (Sept. '12-Mar. '13).

Editor-in-Chief, *Quarterly West* 2001–05
University of Utah, Salt Lake City
Supervised the production of a nationally distributed literary magazine, from the selection of work to the organization of content and layout. Performed complete re-design of magazine, including increased trim-size and four-color artwork, reduced printing costs, and increased national distribution. Directed a staff of twenty to thirty graduate students. Supervised printers and distributors. Authored grants to national and local agencies. Managed deadlines and budget.

- Poetry Editor, *Quarterly West*, University of Utah, 2000–01

Chair, *University Publications Council* 2002–03
University of Utah, Salt Lake City
Chaired a group composed of faculty, staff, and students responsible for overseeing budgets of more than a dozen university publications. Managed the disbursement of monies from the student activities fund. Supervised work of an outside accounting firm.

- Voting Member, Publications Council, University of Utah, 2001–02

Poetry Editor, *Mid-American Review* 1997–2000
BGSU, Bowling Green, OH
Directed a group of eight associate editors in the selection of work for a biannual literary publication. Managed the set and proof of poetry pages. Regularly corresponded with authors.

- Ohio Arts Council Grant Authorship Committee *Mid-American Review*, BGSU, 1997
- Associate Editor, *Mid-American Review*, Bowling Green State University, 1995–1997

GRADUATE STUDENT COMMITTEE EXPERIENCE

GRADUATE COMMITTEE & INDEPENDENT STUDY TEACHING EXPERIENCE

Ph.D. Committee (Committee Member): “An Ecological Study of Built and Social Environments on Active Commuting to School,” Allison Godbe, Dept. of Health Promotion and Education, University of Utah, 2018

Ph.D. Committee (Committee Member): “Our Path Unwinding: Conversations and Reflection on Diversity through Dialogue,” Wazir Jefferson. Dept. of Education, Leadership & Policy, University of Utah, 2016.

Ph.D. Committee (Committee Member): “A Study of the Needs of Prostitutes and their Children in Mumbai, India and Denver, Colorado,” Hena John. Graduate College of Social Work, University of Utah, 2009.

WRTG 7910: Independent Study in Writing for the Ph.D., 2008-12. U of Utah

A course tailored to the individual needs of small groups of graduate students who require additional work on their scholarly writing, Master's theses, and Doctoral dissertations.

Topics have included Testimonios and the Hispanic campus community, LGBT transfer students: Retention and Recruitment Policies; Graduate Mentorship programs for Latina scholars; and The Feminist Perspective in 20th Century Cuban Art.

PUBLICATIONS

Lorraine Nelson: A Biography in Post-it® Notes, The Cupboard Press, Lincoln, NE (2011).

- Three poems from “Dark Adaptations,” *15 Bytes* (Apr. 2014).
<http://artistsofutah.org/15Bytes/index.php/sunday-blog-read-david-hawkins/>
- “Last Dream of the Phantom Limb” (poetry), *SPORK* (Mar. 2013). <http://sporkpress.com/?p=3752>
- “Blue” and “The Field” (reprint, poetry), *MAYDAY* (August ’11).
- Ten poems from “Dark Adaptations,” *The Seattle Review* (February ’11)
- “Dem Lieben Gott,” (poetry) *The Huffington Post* (November ’10)
- Interview with Diane Goettel, *Sapling #42*, Black Lawrence Press (September ’10)
- “Hamartia” (poetry), *DIAGRAM* (May ’10) http://thediagram.com/10_2/hawkins.html
- “The Incredible Sunken Box Escape” (poetry), *Zócalo Public Square* (April ’10) <http://zocalopublicsquare.org/thepublicsquare/2010/04/25/the-incredible-sunken-box-escape/read/poems/>
- Three poems from “Dark Adaptations,” *Bat City Review* (Spring ’10)
- “Dark Adaptation, Milan: 1510-11” (poetry), *At Length Magazine* (March ’10)
<http://atlengthmag.com/poetry/dark-adaptation-milan-1510-11/>
- Interview with Kimiko Hahn, *News & Notes from At Length* (March ’10) <http://us1.campaign-archive.com/?u=3ef3239f8e31b3d04492d1c07&id=23c5b95be8>
- “A Report from Juarez” (poetry), *The Pedestal Magazine* (Spring/Summer ’09)
<http://www.thepedestalmagazine.com/gallery.php?item=3817>
- “The Island” (poetry), *Umbrella* (Spring ’09)
<http://www.umbrellajournal.com/spring2009/poetry/DavidHawkins.html>
- “Blue” (poetry), *Poems & Plays* (Spring/Summer ’08)
- “The Field” (poetry), *Barrow Street* (Winter ’07)
- “Summer Vespers” and “*La Traviata*” (poetry), *Chelsea* (’01)
- “Endymion Revised” and “What it Means to Be a Man” (poetry), *The Southeast Review* (1999)

AWARDS/FELLOWSHIPS/NOMINATIONS

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| 2015 | <i>Excellence in Teaching</i> Award, Dept. of Writing & Rhetoric Studies (DWRS), University of Utah |
| 2013 | Finalist, 2013 Poetry Chapbook Prize (<i>The Heavy Feather Review</i>) for <i>Some Electuary of Sunlight</i> |

- 2012 Finalist, The Emily Dickinson Poetry Prize (The Poetry Foundation/Graywolf Press) for *Dark Adaptations*
- 2011 Finalist, New American Press Poetry Prize (T.R. Hummer, judge), for *Dark Adaptations*
- 2011 Publication Award, The Cupboard's 2011 Literary Pamphlet competition (Michael Martone, judge) for *Lorraine Nelson: A Biography in Post-it® Notes*
- 2011 Semifinalist, The Washington Poetry Prize/Word Works Press, for *Dark Adaptations*
- 2011 Finalist, Dorset Prize/Tupelo Press (Lynn Emanuel, judge), for *Dark Adaptations: Poems*
- 2011 Finalist, Brittingham & Pollak Poetry Prize/Univ. of Wisconsin Press (Jean Valentine, judge), for *Dark Adaptations: Poems*
- 2010 *Excellence in Teaching* Award, University Writing Program, University of Utah
- 2010 Alumni Award, Utah Arts Council (for Collection of Poetry)
- 2010 Finalist, Dorset Prize/Tupelo Press (Jane Hirshfield, judge), for *Dark Adaptations: Poems*
- 2010 Finalist, Blue Lynx Prize/Lynx House Press (Christopher Buckley, judge), for *Dark Adaptations: Poems*
- 2010 Nomination, *The Pushcart Prize: Best of the Small Presses*, for "Dark Adaptation, Milan: 1510-11" (nominated by the editors of *At Length*)
- 2010 Semifinalist, Black Lawrence Press Chapbook Competition (Diane Goettel, editor) for *The Dark Adaptation* (chapbook-length selection)
- 2010 Nomination, *Best New Poets Anthology* (Meridian Press/UVA Press)
- 2009 Finalist, Dorset Prize/Tupelo Press (Ilya Kaminsky, judge), for *Dark Adaptations: Poems*
- 2009 Semi-Finalist, OSU Press/*The Journal* Award in Poetry (Kathy Fagan, editor), for *Dark Adaptations: Poems*
- 2009 Finalist, Spring New American Press Chapbook competition (Kathy Fagan, judge) for *The Dark Adaptation* (chapbook-length selection)
- 2009 Semi-Finalist, Miller Williams Poetry Prize/ U of Arkansas Press (Enid Shomer, editor), for *Dark Adaptations: Poems*
- 2008 First Place, Utah Arts Council Original Writing Competition, for *Dark Adaptations: Poems*
- 2008 Finalist (first runner-up), Bellday Books Prize (Allen Grossman, judge), for *Dark Adaptations: Poems*
- 2008 First Place, Utah Arts Council Original Writing Competition, Best Non-Fiction/Essay
- 2004–05 Grace A. Tanner Graduate Fellowship, Tanner Humanities Center, University of Utah,
- 2003–04 Graduate Fellowship, University of Utah
- 2002–03 Sherman Brown Neff Fellowship, Department of English, University of Utah
- 2000-02 Graduate Fellowship, University of Utah
- 1995–97 Graduate Fellowship, BGSU

CONFERENCE PAPERS, PRESENTATIONS & READINGS

Teaching & Research Forum: "How to Incorporate CEL into Existing Courses," DWRS. Mar. 2020

NF Reading: City Art Writers Series, Downtown Public Library, Salt Lake City. Nov. 2019.

Teaching & Research Forum: "Creating a Personal Presence in the Virtual Classroom," DWRS Oct. 2019

Poetry/Memoir Reading: Northern Arizona University, Flagstaff, AZ. Spring 2017.

Public Discussion: (moderator/panelist) “Understanding Transgender: A Discussion of Identity, Arts and Politics,” Arts, Community, Museums & Education (ACME) Outreach, Downtown Public Library. November 2016.

Poetry Reading: City Art Writers Series, Downtown Public Library, Salt Lake City. April 2014.

Invited Guest Speaker: Utah State Poetry Society, Bountiful, UT. January 2014.

Poetry Reading: City Art Writers Series, Downtown Public Library, Salt Lake City. August 2013.

Conference Presentation: (moderator/panelist) “Meeting Writers Halfway: Experiences Working with the Upper-Division and Graduate Writing Student.” 2013 CCCC Convention, Las Vegas, NV. March 2013.

Conference Presentation: (moderator/panelist) “The Long and the Short of It: Writing, Teaching, and Publishing the Long Poem.” 2011 Associated Writing Program’s Annual Conference. Washington, D.C. February 2011.

Poetry Reading: The Utah Book Festival, Downtown Public Library, Alumni Writers’ Reading Series, Utah Humanities Council, October 2010.

Poetry Reading: City Art Writers Series, Downtown Public Library, Salt Lake City. November 2008.

Conference Presentation: “The State of the State,” 2005 Writers at Work Conference. Westminster College. Salt Lake City, UT. June 2005.

Conference Presentation: “Managing a University Literary Journal with Student Staff,” 2005 Associated Writing Program’s Annual Conference. Vancouver, BC. April 2005.

Lecture/Presentation: Tanner Humanities Center Lecture. “Cartography and Cannibalism: Mapping the Man-Eater in the New World,” Salt Lake City, UT. March 2005.

Conference Presentation: “Why the Cannibals Cotton to It: Androphagy in *Ulysses*,” James Joyce Centenary Symposium. Dublin, IR. June 2004.

Conference Presentation: (moderator/panelist) “The American Literary Journal,” 2002 Associated Writing Program’s Annual Conference. New Orleans, LA. March 2002.

Conference Presentation: “*Is Poetry Dead?* The Obituarists of Verse,” Southwest Writers Conference. Albuquerque, NM. August 1999.

REFERENCES

- ❖ Dr. Vincent Cheng, Shirley Sutton Thomas Professor of English, University of Utah
- ❖ Dr. Maureen Mathison, Chair, Department of Writing & Rhetoric Studies, University of Utah
- ❖ Dr. Jacqueline Osherow, Creative Writing Program, Department of English, University of Utah