

**JUAN Martinez**

Ford Foundation Dissertation Fellow

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**EDUCATION**

- Ph.D.** Comparative Literature, University of California, Irvine, June 20XX  
Specializations – composition and rhetoric; Latina/o culture and literature; multiculturalism; postcolonialism; Spanish borderlands; subjectivity  
Dissertation – “Textual Misfits: Subaltern Narratives and Chicano Representation in an Age of Multiculturalism”  
Committee – Vinayak Chaturvedi; Adriana Johnson (chair); Laura Kang; Rodrigo Lazo; Alejandro Morales
- M.A.** Comparative Literature, University of California, Irvine, 20XX
- M.A.** American Studies, University of New Mexico, 20XX, *distinction*
- B.A.** American Studies, University of New Mexico, 20XX, *cum laude*
- B.A.** Communication, University of New Mexico, 20XX
- Minor** Chicano Studies, University of New Mexico, 20XX, *inaugural recipient*

**HONORS**

- Ford Foundation Dissertation Fellowship.** National Research Council of the National Academies, 20XX – 20XX.
- Brython Parry Davis Fellowship Award.** University of California, Irvine, 20XX.
- Outstanding Teaching Assistant Award.** University of California, Irvine, Department of Comparative Literature, 20XX.
- Certificate of Appreciation.** California Alliance for Minority Participation Summer Science Academy Residential Program. University of California, Irvine, 20XX & 20XX.
- Graduate Student Research and Travel Award.** University of California, Irvine, School of Humanities, 20XX & 20XX.
- Graduate Student Research Fellowship.** University of California, Irvine, Center for Research on Latinos in a Global Society, 20XX.
- Regents and State of California Grant-in-Aid.** University of California, Irvine, 20XX – 20XX.
- Eugene Cota-Robles Diversity Fellowship.** University of California, Irvine, 20XX – 20XX.
- Joel Jones Fellowship.** University of New Mexico, Department of American Studies and Center for Regional Studies, 20XX.

***Dolores Gonzales Colloquy Series Honorarium.*** University of New Mexico, Raza Graduate Student Association, 20XX & 20XX.

***Graduate Tuition Fellowship.*** University of New Mexico, Department of American Studies, 20XX – 20XX.

***Graduate Studies Fellowship.*** University of New Mexico, 20XX – 20XX.

***Certificate of Completion,*** Latina/o Leadership Opportunity Program. University of New Mexico, 20XX

***Certificate of Completion,*** Latina/o Leadership Opportunity Program Summer Policy Institute. The George Washington University, 20XX.

***Departmental Honors Travel Grant.*** University of New Mexico, Department of American Studies, 20XX

## PUBLICATIONS

Review of *The People of Paper*, Salvador Plascencia. San Francisco: McSweeney's Books, 20XX.  
*Aztlán: A Journal of Chicano Studies* (under review).

Review of *Perspectives on Las Américas: A Reader in Culture, History, and Representation*, M Gumann, F. Matos, L. Stephen, and P. Zeus, eds. Malden, MA: Blackwell Publishing, 20XX.  
*Material Culture: The Journal of the Pioneer America Society* (under review).

“Feasting on Latino Labor in Multicultural Los Angeles” (with Rodolfo D. Torres). *Cultured Cities: Building Identities in Urban Latina/o America*. Eds. Amanda Holmes and Richard Young. New York: Routledge (accepted).

“From the Gut: An Interview with Alejandro Morales.” *Faultline: Journal of Art and Literature* (accepted).

“Textual Misfits: Subaltern Narratives and Chicano Representation in an Age of Multiculturalism” (dissertation prospectus). *Center for Research on Latinos in a Global Society: Working Paper Series* (accepted).

“The Corrido as Border Narrative: Recollections of Movement and Migration in the U.S.-Mexico Border Region.” *1848/1898 1998 Transhistoric Thresholds* (conference proceedings). Eds. Cordelia Candelaria and Gary D. Keller. Tempe: Bilingual Review Press, 20XX. (cd-rom).

“The Chicano/a Subject: A Racial Formation.” *49<sup>th</sup> Parallel: An Interdisciplinary Journal of North American Studies* 6 (Special Edition: Race and Ethnicity 20XX):  
<<http://www.49thparallel.bham.ac.uk/back/issue6/>>

“Socio-Political Policy of the U.S.-Mexico Border: Rhetorical Messages in *Time Magazine* of the 1940s and 1990s.” *Rio Bravo: A Journal of Borderlands* 6.1 (Fall 20XX).

Review of *The Mexican Revolution and the Limits of Agrarian Reform 1915-1946*, Dana Markiewicz. Boston: Lynne Rienner Publishers, 1993. *Journal of the University of New Mexico History Undergraduate Association* 2.1 (20XX-20XX).

## EDITING

**Editing Assistant**, *Aztlán: A Journal of Chicano Studies* (special issue on Selena forthcoming late 20XX).

**Chapter Editor**, “Academic Discourse Analysis.” *A Student Guide to Writing at UC, Irvine*. 12<sup>th</sup> edition. Boston: McGraw-Hill, 20XX.

## PRESENTATIONS

“Textual Misfits: Subaltern Narratives and Chicano Representation in an Age of Multiculturalism” (dissertation prospectus). Center for Research on Latinos in a Global Society Graduate Student Research Paper Mini-Symposium, Irvine, CA, November 18, 20XX.

“Subalternity and Luis J. Rodriguez’s *The Republic of East L.A.*” Western Humanities Alliance Conference, Tucson, AZ, October 20, 20XX.

“Resistance in Writing: Gloria Anzaldúa’s *Borderlands/La Frontera*.” Modern Language Association Convention, Philadelphia, PA, December 29, 20XX.

“Envisioning Chicano/a History.” Southwest/Texas Popular/American Culture Association Conference, Albuquerque, NM, February 15, 20XX.

“A Knowledge of Repressive Borders: Chicano/a Studies and the Question of Emancipation.” National Association for Chicana and Chicano Studies Conference, Tucson, AZ, May 6, 20XX.

“The Chicano/a Subject: A Racial Formation.” Western Social Science Association Conference, San Diego, CA, April 28, 20XX.

“Twentieth Century Perspectives on the U.S.-Mexico Border: Media, Narrative, and Theory” (read in absentia). National Association for Chicana and Chicano Studies Conference, San Antonio, TX, May 1, 20XX.

“Border Representation: Analyzing the U.S.-Mexico Border Through Media, Theory, and Song.” Southwest Oral History Association Conference, Palm Springs, CA, April 17, 20XX.

“Border Consciousness: Pragmatic and Theoretical Studies on the U.S.-Mexican Border.” Popular Culture Association and American Culture Association Conference, San Diego, CA, April 2, 20XX

“The Corrido as Border Narrative: Recollections of Movement and Migration in the U.S.-Mexico Border Region.” 1848/1898 @ 1998 Transhistoric Thresholds Conference, Phoenix, AZ, December 11, 20XX.

“Contemporary Border Theory: A Synthesis of Chicano/a Cultural Studies on the Chicano/a Borderlands Experience.” Latino/a Leadership Opportunity Program Summer Policy Institute National Convention, Washington, D.C., July 15, 20XX.

“Social Policy of the U.S.-Mexico Border: Rhetorical Messages in *Time Magazine* of the 1940s and 1990s.” Western Social Science Association Conference, Denver, CO, April 17, 20XX.

“Ethnicity and the Mass Media.” 1997 Research Opportunity Program Colloquium, Albuquerque, NM, September 12, 20XX.

## TEACHING

**Course Director**, Summer Composition Program, University of California, Irvine, 20XX.

Chosen from over 100 lecturers and teaching assistants to oversee all operations of the Summer Composition Program. Involved advising instructors and students, curricular coordination of 30 sections of college writing courses, guiding staff meetings, managing program website and electronic instructional resources, and regular correspondence with university administrators.

**Instructor**, Department of English, University of California, Irvine, 20XX – present.

Fundamentals of Composition Plus (4 quarters) – Instructed second language undergraduate students in the conventions of academic English. Emphasis on grammar, usage, and mechanics for rhetorical and textual analysis.

Fundamentals of Composition (3 quarters) – Instructed undergraduate students in the conventions of academic English. Emphasis on rhetorical and textual analysis.

Advanced Expository Writing: Evidentiary Effects (2 quarters) – Designed upper-division interdisciplinary syllabus and facilitated student research on the uses of evidence in the fields of history, law, and science. Emphasis on the identification and analysis of discursive and rhetorical strategies.

Argument and Research (1 quarter) – Instructed undergraduate students in the conventions of conducting and evaluating academic research. Emphasis on the rhetorical context of academic arguments, democratic debate, and researching current policy issues.

**Instructor**, Department of Chicano/Latino Studies, University of California, Irvine, 20XX.

Introduction to Chicano/Latino Studies 2 (1 quarter) – Designed syllabus and utilized literature to introduce students to historical and contemporary issues facing Chicanos and Latinos in the U.S. A lecture course for minors and majors with an enrollment of 150 students.

**Senior Writing Skills Counselor**, Center for Educational Partnerships, University of California, Irvine, 20XX – 20XX.

Developed and implemented a preparatory writing curriculum for in-coming minority freshmen as an instructor and mentor with the California Alliance for Minority Participation and its Summer Science Academy Residential Program. Involved summer instruction, as well as advisement and mentorship throughout the students' freshman year.

**Adjunct Faculty**, English Department, Irvine Valley College, 20XX – present.

College Writing (3 semesters) – Designed syllabus and introduced community college students to the conventions and principles of college composition. Emphasis on analysis, audience, context, interpretation, purpose, and drafting.

Critical Thinking/Writing (2 semesters) – Designed syllabus and prepared community college students to write and critique argumentative essays. Emphasis on argumentation, critical reasoning, evaluation, research, and revision.

**Tutor**, Compass Tutors, Orange County, CA, 20XX – 20XX.

Developed and implemented specialized tutorial programs in English literacy and composition to meet the individual needs of a diverse clientele. Clientele included primary, secondary, college, and non-traditional students. Involved assessment, at-home tutoring, curricula development, editing, and workshops.

**Tutor**, Student Support Services, University of New Mexico, 20XX.

Assisted adaptive students with homework and test preparation in the humanities and social

sciences.

**Guest Lecturer**, University of New Mexico, 20XX – 20XX.

- “Introduction to Culture Studies.” Department of American Studies, November 6, 20XX.
- “Ethnic Minority Families.” Family Studies Program, October 30, 20XX.
- “Introduction to Southwest Studies.” Department of American Studies, October 25, 20XX.
- “The Research Relationship of Faculty and Graduate Students.” College Enrichment Program and New Mexico Legislature, Research Opportunity Program, June 9, 20XX.
- “Introduction to Sociology.” Department of Sociology, April 16, 20XX.

## SERVICE

**Reader**, Universitywide Analytical Writing Placement Exam, University of California, 20XX – present.

Invited to the annual convention of community college and university writing instructors at the University of California, Berkeley, to score and assess the writing outcomes of applicant entrance exams for the entire University of California system.

**Reader**, Campuswide Analytical Writing Placement Exam, University of California, Irvine, 20XX – present.

Retained to periodically score and assess the writing outcomes of international and late applicant entrance exams for the University of California, Irvine.

**Reader**, ArtsCore: California Reading and Literature Project, University of California, Irvine, 20XX.

Retained to periodically score and assess California high school writing samples of at-risk students as part of literacy improvement research and programs.

**Judge**, John Hollowell Lower-Division Writing Contest, University of California, Irvine, 20XX – present.

Selected to evaluate and rank nominated undergraduate essays in the genres of personal narrative, academic discourse analysis, and original research.

**Interim-Chair**, Graduate Students of Color Collective, University of California, Irvine, 20XX.

Coordinated community outreach activities by a diverse cohort of graduate students. Involved off- and on-campus meetings and workshops on post-secondary education opportunities and resources.

**Co-Chair**, Raza Graduate Student Association, University of New Mexico, 20XX – 20XX.

Organized a diverse graduate student cohort to network with campus and community leaders. Involved the promotion of community-based curricula across the campus.

**Co-Chair**, American Studies Graduate Student Association. University of New Mexico, Department of American Studies, 20XX – 20XX.

Managed professionalization activities and events amongst department graduate students. Involved facilitating regular meetings, organizing colloquia, and consolidating information on a variety of professional opportunities and resources.

**Graduate Representative**, University of New Mexico, 20XX – 20XX.

- Graduate and Professional Student Association Council. Department of American Studies Graduate Student Association, 20XX – 20XX.

- College of Arts and Sciences Student Council. Department of American Studies, 20XX – 20XX.
- Department of American Studies Colloquia Series Committee. Department of American Studies Graduate Student Association, 20XX – 20XX.
- Ronald E. McNair Scholars Program Selection Committee. Division of Student Affairs, 20XX.
- Department of American Studies Faculty. Department of American Studies Graduate Student Association, 20XX.
- Specialized Travel Committee. Graduate and Professional Student Association, 20XX – 20XX.
- Faculty Senate Curricula Committee. Graduate and Professional Student Association, 20XX – 20XX.
- Student Research Allocation Committee. Graduate and Professional Student Association, 20XX – 20XX.

***Undergraduate Representative***, College of Arts and Sciences Student Council. University of New Mexico, Department of American Studies, 20XX – 20XX.

***College Advisor***, Minority Recruitment and Retention Program, University of New Mexico, 20XX – 20XX.

Recruited at-risk youth and non-traditional students at regional adult continuation schools, high schools, and detention centers. Involved ongoing advocacy and mentorship, collaboration with university administrators and faculty, and off- and on-campus workshops for students and families.

## DEVELOPMENT

***Invited Participant***, Conference of Ford Fellows. Ford Foundation and the National Research Council of the National Academies, 20XX.

***Invited Participant***, The Subaltern-Popular Dissertation Workshop. University of California Multi-campus Research Group, 20XX.

***Research Assistant***, University of New Mexico, 20XX – 20XX.

- “Latino/a Literary Criticism.” Department of American Studies and Center for Regional Studies, Gabriel Meléndez, 20XX.
- “Pulp Narratives of the Mexican American War” & “Chicano/a Literature as Ethnography.” Department of English and Center for Regional Studies, Jesse Alemán, 20XX.
- “The Corrido as Border Narrative.” Department of American Studies, Gabriel Meléndez, 20XX.
- “Tonantzin Land Institute Records.” Center for Southwest Research, *The Chicano/a Grassroots Political Activity in New Mexico Archival Project*, 20XX – 20XX.
- “Frank Sanchez Papers.” University of New Mexico, Center for Southwest Research, *The Chicano/a Grassroots Political Activity in New Mexico Archival Project*, 20XX.
- “Ethnicity and the Mass Media.” Department of American Studies, Gabriel Meléndez, 20XX.
- “Girls, Gangs, and the Media.” Department of Communication and Journalism, Diana Ríos, 20XX.

***Intern***, Latino/a Leadership Opportunity Program. University of New Mexico, Inter-University Program for Latino Research and Ford Foundation, 20XX – 20XX.

*Intern*, Research Opportunity Program. University of New Mexico, College Enrichment Program and New Mexico Legislature, 20XX & 20XX.

*Intern*, Editorials. The Riverside Press-Enterprise Newspaper, Riverside, CA, 20XX.

## **AFFILIATIONS**

American Studies Association

Modern Language Association

National Association of Chicana and Chicano Studies

The National Council of Teachers of English

## **REFERENCES**

Available upon request.