

**Jamie Crosswhite**  
jccrosswhite@ollusa.edu  
Cell: 806.677.6713

## EDUCATION

**University of Texas San Antonio, San Antonio, TX**

**PhD in English**

**2020**

Chair: Dr. Sue Hum, Committee: Drs. Bridget Drinka, Steven Kellman, and Alex Hunt

Dissertation: "Troubling Place: Feminist Regional Narratives Navigate Intersections, Tensions, and Silences"

Areas of Concentration: Feminist Pedagogy, Contemporary American Women's Literature, American

Regionalism, Place-Based Rhetoric(s), Feminist Rhetoric(s), Visual Rhetoric(s), Women's Studies.

**West Texas A&M University, Canyon, TX**

**M.A. in English**

**2010**

Thesis: "Yeah, Baby Sister, the Connection Begs to be Understood":

New Critical Regionalism as Seen Through Yamashita's *Tropic of Orange*

**Texas Tech University, Lubbock, TX**

**B.A. Honors in English**

**2004**

Areas of Concentration: English Literature and Language

Minor: Secondary Education

Honors: Graduated Magna Cum Laude

## AWARDS AND HONORS

- 2023 Service-Learning Faculty Award
- 2023 Faculty Leadership Fellow (\$10,000)
- 2022 USDA HSI Collaborative Grant (\$1,000,000)
- 2021 WLA No Frontiers PlaceRun Best Documentation of Place Award
- 2020 UTSA University Life Award Outstanding Graduate Student
- 2019-2020 The Graduate Distinguished Research Fellowship (\$40,000)
- 2019-2020 Jess Hay Graduate Student Research Fellowship (\$10,000)
- 2018-2019 UTSA English Doctoral Fellow (\$26,860)
- 2018 New York Public Library Short-term Fellow (\$4,000)
- 2017-2018 UTSA English Doctoral Fellow (\$26,670)
- 2016-2017 UTSA English Doctoral Fellow (\$25,950)
- 2015 Redd Center/WLA Teaching Western Literature K-12 Educator Award (\$500)
- 2015 Region 16 Secondary Teacher of the Year Finalist
- 2014 Canyon ISD Secondary Teacher of the Year
- 2014 Canyon High School Teacher of the Year
- 2013 National Honor Society Student Selected Teacher of the Year
- 2008 WTAMU Conference Outstanding Student Research and Presentation

## PUBLICATIONS

### Peer Reviewed Articles

- "Writing from the Meso: Gloria Anzaldúa and Karen Tei Yamashita Challenge Systematic Barriers to Social Justice," *Women's Studies*, 2022.
- "The Critical Regionalism in *Tropic of Orange*," *MLA's Approaches to Teaching the Works of Karen Tei Yamashita*, The Modern Language Association of America, 2021.
- "Memory and Lost Communities: Strange Methods for Studying Place," *Review of Communications*, Spring 2020. Coauthored with Evin Groundwater, Alina Haliliuc, Aaron Hess, Katherine Powell, Candice Rai, Jenny Rice, Lindsay Russell, and Elizabethada Wright.
- "'Carry the Fire': McCarthy's Bullets as Shells of Life in a Post-Apocalyptic World." *The Explicator*, vol. 69, no. 3, Taylor & Francis Group, July 2011, pp. 146-49.

### Peer Reviewed Book Review

- Review of *Poetry Wars: Verse and Politics in the American Revolution and Early Republic*, by Colin Wells, *Open Words: Access and English Studies*, October 2018. <https://www.pearsoned.com/review-of-poetry-wars-verse-and-politics-in-the-american-revolution-and-early-republic/>

### Blog

- "Annie Proulx's Visibility through Violence" New York Public Library Blogs, January 2019.  
<https://www.nypl.org/blog/2019/01/09/annie-proulx-visibility-through-violence>

### Poems

- "Lived In" *Sagebrush Review*. Volume XIV, University of Texas at San Antonio, May 2019.
- "Stripped & Spare" *Sagebrush Review*. Volume XV, University of Texas at San Antonio, May 2020.
- "Monsters in Bed" *Sagebrush Review*. Volume XV, University of Texas at San Antonio, May 2020.
- "COVID-19" *Sagebrush Review*. Volume XV, University of Texas at San Antonio, May 2020.

## CONFERENCE PRESENTATIONS

- 2023 "Embracing Elasticity to Shift Power: Student Agency in Determining Classroom Space(s)." College English Association Conference, San Antonio, TX
- 2023 "Annie Proulx's Regionalism as Resistance or Fearless Speech." NeMLA, Niagara Falls, NY
- 2023 "Walking/Wandering as a Rhetorical Practice of Hope." Conference on College Composition and Communication, Chicago, IL
- 2022 "Between Charges, Languages, and Landscapes: Learning Strategies for Change from ZitkálaŠá's Institutional Interventions." Rhetoric Society of America Conference, Baltimore, MD
- 2021 "Meso-level Interventions: Challenging Institutionalized Racism through American Regional Narratives" Society for the Study of American Women Writers Conference, Baltimore, MD
- 2021 "Writing from the Meso: Gloria Anzaldúa and Karen Tei Yamashita Challenge Systematic Barriers to Social Justice," Annual American Literature Association Conference, Boston, MA
- 2020 "Place-Based Walking Methodologies: Stories for Change." Research paper accepted for presentation at the 19th Biennial Rhetoric Society of America Conference, Portland, OR, May 2020. Conference subsequently canceled due to COVID-19 pandemic
- 2019 "From the Viewpoint of the Forest": Annie Proulx's (Post)Anthropocene Vision from Shared Violence to Cooperative Restoration." Western Literature Conference, Estes Park, CO
- 2019 "Activism in the Archives: Annie Proulx's Blending of Personal and Historical Memoria." Feminisms and Rhetorics Conference, Harrisonburg, VA
- 2018 "Placing Locality in the Composition Classroom." Association of Rhetoric and Writing Studies Annual Conference, Austin, TX
- 2018 "Uprooting the History of an American Republic: Through the Rhetoric of Economics, Violence, and Material Culture." Rhetoric Society of America Conference, Minneapolis, MN
- 2018 "Domino Effect within Menendez's *In Cuba I Was a German Shepherd*." Multi Ethnic Literature of the United States Conference, Las Vegas, NV
- 2017 "Robin Coste Lewis and the Risks of Harboring the Black Venus." Multi Ethnic Literature of the United States Conference, Boston, MA
- 2015 "Teaching K-12: Identity through Place (And in Spite of it)." Western Literature Association Conference, Reno, NV
- 2010 "'Communication is Health': Choosing to see others, self and War in *Mrs. Dalloway*." West Texas A&M Student Research Conference, Canyon, TX
- 2009 "'All Roads Narrow at the Border': Critical Regionalism as a Methodology for Reading Place." Western Literature Association Conference, Spearfish, SD
- 2009 "Critical Regionalism: Structure, Style, and Form as Place." West Texas A&M Student Research Conference, Canyon, TX
- 2008 "Versions of Truth: The subjectivity of truth in *I, Rigoberta Menchu*." West Texas A&M Student Research Conference, Canyon, TX

## TEACHING EXPERIENCE/COURSES TAUGHT

*Our Lady of the Lake University, San Antonio, Tx*

**Teaching Composition, Literature & Creative Writing** (Graduate class, HyFlex)

**2023**

Developed syllabus and overall course structure. This course examines theories and pedagogical practices used when teaching composition, literature, and creative writing in secondary and collegiate levels. This graduate course is theoretically grounded in writing studies and academic literacy from a (de) colonial and postmodern

lens. It argues that understanding and critiquing the history of writing studies shapes pedagogical practices in all courses and disciplines. By reading advanced theory and pedagogical scholarship, familiarizing students with the challenges and controversies of the profession and composing lesson plans and teaching strategies throughout the semester, students engage both the theoretical and practical vectors of teaching in academia.

**Introduction to Fiction**

**2022**

Developed syllabus and overall course structure. This course is designed as an introduction to the study of fiction—involving close reading, analysis, and an understanding of terminology and methodology used in academic writing about literature. It introduces a variety of theoretical approaches to literature, with an emphasis on the relevance of literary study to students’ own personal interests and social concerns. Students consider both content and style of literary forms and are given opportunities for creative expression.

**Technical Writing in the Community (Service Learning)**

**2022-2023**

Focuses on audience analysis, ethical and legal considerations, project document design, electronic resources, and delivery systems, and drafting of specific applications such as reports, proposals, instructions, and technical description. The course is structured around three goals: first, the study of theories of technical writing, second, the recognition of how our beliefs of language influence our practices of writing, and third, the use of strategies to improve our writing skills and produce materials for our community. This course examines the common scenarios and genres in technical writing, and through that examination, offers ways of expanding our writing horizons. The course uniquely supports and reflects the four core values of OLLU which include Community, Integrity, Trust, and Service, through a service-learning competent allowing students to serve the community through the production of professional documents for our non-profit community partner.

**Teaching English/Language Arts**

**2022**

Developed syllabus and overall course structure. Focuses on methods of teaching English and language arts courses at the elementary, middle school, and secondary levels. Including anti-racist and decolonial approaches to teaching literature and composition, interdisciplinary approaches, and technology in the classroom, and state-mandated tests and objectives. With social justice at the center, this class is a blend of theory, methods, and praxis

**Oral Communication (in person and online)**

**2021-2022**

Developed syllabus and overall course structure. Focuses on the theories and the practice of techniques for extemporaneous talks, prepared speeches, oral presentations, interviews, and the development of presence for a live audience (i.e., stage, boardroom, or classroom) and electronic media (television, radio, and video conferencing). Students demonstrate the ability to deliver a prepared, purposeful presentation (speech) designed to increase knowledge, foster understanding, or promote change in the listener's attitudes, values, beliefs, or behaviors. Emphasis on visual and verbal rhetoric and audience analysis.

**Professional Writing for Social Work (Graduate class)**

**2021-2022**

The course is a study and practice of academic-level and Social Work-specific writing methods and document design, with research applications and development of general and specialized writing skills included. Students evaluate their own writing as well as professional writing in the field of Social Work. Generally, and in the context of Social Work documents, the course examines writing at the word, phrase, clause, sentence, paragraph, section, and document levels. The focus is on the application of rhetorical, grammatical, and stylistic skills to created documents and to field-specific professional documents presently used in Social Work. We practice basic research methods, including advanced searching on periodical databases, the accessing of specialized reference texts, the reading of subject-specific journals, and the integrating of such material into written work. Finally, students practice APA citation— document wide, in-text, and end-text—fundamental to success in the field of Social Work.

**Written Business Communications**

**2021-2023**

Developed syllabus and course structure for a reading, writing, and researching intensive course designed to build knowledge of the methods of designing professional writing documents—emails, memos, letters, job application materials, proposals, and business reports. The focus is on improving analytical, rhetorical, and informative reading, thinking, researching, document designing, and writing skills. Emphasis is placed on document genre and specific audiences, as well as learning fundamental research skills and use of the online library system in order to meet researching and writing needs. Students learn to research efficiently, read critically, and pre-write, draft, and revise effectively, regardless of document genre or assignment, and the pragmatic use of APA in-text and end-text citation. Through the writing process students strengthen the ability to research, design, and draft and revise assignment-specific professional documents.

Developed syllabus and overall course structure. Focuses on: various world Literatures and persuasive writing, ranging from Shakespeare to Animal Farm with thematic focus on political writings, corruption, and reading power in various narrative forms. In honors courses additional emphasis and rhetorical appeals, rhetorical grammar, and other AP preparation materials. SEL lessons incorporated throughout the year and other trauma informed pedagogy.

*University of Texas at San Antonio, San Antonio, Tx*

**Technical Writing with Quantitative Literacy** **2017-2020**

Developed syllabus and overall course structure. Technical Writing is a writing intensive course focusing on expertise in oral and written communication that is structured as a technology and genre-based course with real world application. Situated within a computer classroom, students are taught to utilize technological tools, including MS Word, MS PowerPoint, and MS Excel, and produce resumes, letters, memos, reports, proposals, and infographics. All assignments are generated through the process of writing, with special attention paid to revision, editing, and a keen awareness to the rhetorical situation. Special attention given to components of quantitative literacy, and the ability to both read and construct data sets, visual representations of data and its research application.

**Literary Criticism and Analysis** **2017-2020**

Developed syllabus and overall course structure to emphasize literary analysis of both American and British literatures, close reading skills, literary terminology, and literary theory. Special attention given to globalism, and modern technologies in writing, research, academic integrity, identity and globalization. Includes a study of poetry, fiction, and drama, with close attention to the characteristics of each genre. Involves intensive reading and extensive writing requirements and is designed to prepare majors who intend to take advanced courses in literature and non-majors who have a commitment to the rigorous study of literature

**Freshman Composition I** **2017-2020**

Developed syllabus and overall course structure. Focuses on developing and expressing ideas clearly and effectively to communicate with various audiences for various purposes and occasions, through written, oral, and visual practices. Students review principles of the writing process, including planning, logical organizational and development strategies, revision, and editing, and are introduced to rhetorical techniques. Develops students' critical thinking skills through practice with summary and paraphrase, analysis, evaluation, and synthesis of multiple sources drawn from a variety of cultural and intellectual contexts. Helps students incorporate numerical data as support, and engage in extensive library research. Encourages ethical decision-making through responsible selection, use, and documentation of sources.

*Amarillo College, Amarillo, TX*

**Dual Credit English Instructor: Freshman Composition I & II** **2011-2017**

Developed syllabus and overall course structure. Focuses on technical writing, rhetorical arguments, and research, incorporating literary analysis of both local and world literatures. Special attention given to globalism, and modern technologies in writing, research, academic integrity, identity and globalization. Courses taught face-to-face and online.

*Canyon High School, Canyon, TX*

**English Teacher: English IV AP Literature and Composition** **2007-2016**

Developed College Board approved syllabus and overall course structure. Designed to direct the most advanced honors students at Canyon High, a sampling of various literary classics to address the major literary time periods and modes of criticism. Special attention given to postcolonial literatures, globalism, and critical regionalism. Works include: *Heart of Darkness*, *Things Fall Apart*, *The Kite Runner*, *The Shipping News*, *The Awakening*, and *The Road*.

**English I- II-III On Level and Pre-AP** **2006-2011**

Developed syllabus and overall course structure. Focuses on: various world Literatures ranging from Shakespeare to Animal Farm with thematic focus on political writings, corruption, and reading power in various narrative forms. English III: Course structured around American Literature and Rhetoric with specific interest paid to regional literatures and transcendentalism.

**ESL Certified Instructor** **2009-present**

Created ESL curriculum, and worked with ELS students in relation to written and spoken communication; much time was spent incorporating native language and literatures as they relate to and differ from west Texas race relations and state assessments. TELPAS certified.