

Curriculum Vitae
Danika M. Brown

The University Texas – Pan American
Department of English
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Current Employment

Assistant Professor of Rhetoric and Composition, August 2003-Present

Department of English
University of Texas, Pan American

Education

Ph.D., University of Arizona, 2003

Rhetoric, Composition, and the Teaching of English

Dissertation: *Outreach and Containment: The Rhetoric and Practice of Higher Education's Community-Outreach Programs and Possible Alternatives*

(Director: Dr. Thomas P. Miller)

Post-M.A., Iowa State University, 1996-1997

Rhetoric and Professional Communication

Coursework: Rhetorical Theory and History

M.A., Arizona State University, 1994

English Literature

Thesis: *Wallace Stevens' Prose and Poetry: David Hume as Intertext*

(Director: Dr. D.G. Kehl)

B.A., University of Nevada, Reno, 1990

English (Minor: Philosophy)

Degree granted with *High Distinction*

Publications

“The ‘Real’ Threat of *Espanol* in Public Discourse.” With Deborah Cole. Submitted to *Voices*: Forthcoming Issue, Spring 2008. Under Review.

“Stop Me If You’ve Heard This: Dialectical Negations and Program Development Discourses.” Article Submission to *WPA: Writing Program Administration* special issue on Program Development. for publication in Fall 2008. Reviewed and accepted with revisions.

“Chapter 6 -- Upwardly Mobile by Degrees: Higher Education and the Rhetorics of Fear.” Chapter submission to *Entertaining Fear: Rhetoric and the Political Economy of Social Control*. Eds. Mary Jean Braun, Danika Brown, and Cathy Chaput. Essay accepted; collection submitted to publishers for consideration.

Invited Guest Editor (with C. Chaput and M.J. Braun). Special Issue of *WPA: Writing Program Administration* (Journal of the Council of Writing Program Administrators). Articles submitted for initial review, September 1, 2005. Forthcoming: Fall 2008.

Entertaining Fear: Rhetoric and the Political Economy of Social Control. Co-editor with Catherine Chaput and Mary Jean Braun. "Introduction to Section II -- Ivory Towers, Borders, and Barbed Wire: The Work of Fear," and "Chapter 6 -- Upwardly Mobile by Degrees: Higher Education and the Rhetorics of Fear." Proposal and full manuscript proposed to academic presses, Fall, 2007.

"In Service to Capitalism: The Cultural Functions of Higher Education." *Rhetorical Agendas: Political, Ethical, Spiritual*. Ed. Patricia Bizzell. Mahwah, NJ: Lawrence Erlbaum and Associates, 2006. 179-184.

"At Work in the Field." (Lead Author, with Thomas P. Miller.) *Culture Shock and the Practice of Profession*. Eds. Virginia Anderson and Susan Romano. Hampton Press, 2006. 287-308.

"Hegemony and the Discourse of the Land Grant Movement: Critique as a Point of Departure." *JAC*. Fall (2003) 23.2: 319-50.

Pulling it Together: A Methodology for Service-Learning Based in Critical Pedagogy. Washington, D.C.: Corporation for National Service, 2001.

"Service Learning as Re-invention of the Composition Instructor." July 1998. Online publication for NCTE Service Learning Special Interest Group.

Review Essays

"Review Essay of *Community-Based Research and Higher Education: Principles and Practices* by Kerry Strand, Sam Marullo, Nick Cutforth, Randy Stoecker, and Patrick Donohue." *Texas Speech and Communication Journal* 29.1 (2004): 74-76.

"Review Essay of *Body Talk: Rhetoric, Technology, Reproduction*." *Kairos: Journal for Teachers of Writing in Webbed Environments*. 6.2 (Fall 2001).
<<http://english.ttu.edu/kairos/>>

"Review of *The Feminist Classroom*." *Exchanges*, a California State University System "Institute for Teaching and Learning" publication. Winter 1996.

Professional Activities

Editorial Board Member. *Community Literacy Journal*. May 2006- present.

Participant. "Humanities Perspectives on Latin American Thought and Philosophy." NEH Institute at The University of Texas, Pan American. Leaders: Susan

Nucettelli and Gary Seay. Spring 2006-Spring 2007.

Manuscript Reviewer. Longman Publishers. Reviewed: *The Elements of Rhetorical Analysis*. May 2006.

Manuscript Reviewer. *The Southwest Journal of Linguistics*. May, 2005.

Presentations and Guest Lectures

“The ‘Real’ Threat of Spanish Speakers: The Competing Discourses of ‘estar aqui’ and ‘ser alguien’.” With Dr. Deborah Cole. San Antonio College 13th Annual Multicultural Conference. April 24-26, 2007. San Antonio, Texas.

“Policing Ourselves: The Rhetoric of Evidence in Popular Culture.” Popular Culture Association National Conference. April 4-7, 2007. Boston, Massachusetts.

“Negative Dialectics: Rethinking Rhetoric” Invited Proposal. Rethinking Marxism, 2006. Amherst, MA. Oct. 26-29th.

“Developing a Graduate Program in Rhetoric: Political, Economic, and Cultural Constraints.” Rhetoric Society of America 12th Biennial Conference. Memphis, TN. May 27, 2006.

“The Stories They Tell: Regional Identities, Cultural Constructions, and Critical Rhetoric in First Year Composition.” Conference on College Composition and Communication. Chicago, IL. March 23, 2006.

Plenary Speaker (Invited). “Principles for Redefining Community Partnerships for Social Change.” *Connecting Places: Social Transformation and University-Community Partnerships*. Project for Civic Engagement and Social Transformation. Georgia Southern University, April 21, 2005.

Presenter. New Writing Faculty Orientation. Department of English, Writing Program. University of Texas, Pan American. August 24, 2004. August 21, 2005.

Presenter. “Designing Assignments to Promote Critical Thinking.” Writing Across the Curriculum Workshop. University of Texas, Pan American. October 21, 2004 (invited).

“Community-Based Partnerships and Regional Studies.” Appalachia Up Close: Regional Studies and the Liberal Arts.” NEH Summer Institute. June 15, 2004. (Invited to present as part of the institute I was participating in).

“Tied to Place: Higher Education, Fear in ‘Communities,’ and the Production of Citizenship.” Rhetoric Society of America Annual Conference. Austin, TX: May

- 29, 2004.
- “Angel for Hire: Wage Labor, Saving the World, and the End of Obligation.”
Composition and Rhetoric Area, Southwest/Texas Popular Culture
Association/American Culture Association Conference. San Antonio, TX: April
7, 2004.
- “Marxism and Liberal Education on the Globalized Border: Lessons from a University in
Transition.” *Marxism and the World Stage. Rethinking Marxism’s 5th Annual
International Conference.* Amherst, MA: November 6, 2003.
- “Patterns of Containment: Higher Education Partnerships with Community
(Re)Development.” American Association of Geographers Annual Meeting. New
Orleans, LA: March 2003.
- “Community Activism and Scholarly Projects: Considerations for Developing Extensive
Community-Based University Research Projects.” Guest Lecture. Cultural
Geography Graduate Practicum Program. Dr. Marvin Waterstone. February 2003.
- “Discriminating Practices: Ideology, Activism, and Business Writing Pedagogy.” *Writing
as a Human Activity: An Interdisciplinary Conference.* Santa Barbara, CA.
October 5, 2001.
- “Ideology and Community Service in Rhet/Comp Literacy Work.” Guest Lecture.
Community Literacy Practicum, Graduate Program in Rhetoric, Composition and
the Teaching of English. Dr. Thomas Miller. October, 2002.
- “The Stuff A Place is Made of: Historical Materialism as a Methodology for Rhetorical
Analysis.” Guest Lecture. Honors Colloquium, Honors College. Invited by Dr.
Richard Kissling, Dean. September 27, 2001.
- “Synchronous Communication Learning Environments as Intervention in the Distance
Learning Model: The Case of an Online Business Writing Course Development.”
Computers and Writing Online 2001: A Cyber Odyssey, April 2001.
- “MOO Potential: Perspectives and Assessment Guiding Client Design.” *Computers and
Writing 2000 Online Conference*, April 2000.
- "Acting out on the MOO: A Justification for Critique Through Guerrilla Theater."
Conference on College Composition and Communication, April 2000.
- "The MOO Made Us Do It: Utilizing a Critical Theory of Technology to Enact Critical
Pedagogy." Coauthor with Anne Bartlett. *MOO--The Missing Link in Education.*
Virginia Commonwealth University, October 1999.
- "Starting With Other: Grounding Service Learning in the Ethics of Emmanuel Levinas."

- Conference on College Composition and Communication, April 1999.
- "Service Learning in College Composition Curricula." National Society for Experiential Education Annual Conference, October 1998.
- "Shaping the Ideology of Consumerism: Corporate Funding, Higher Education, and the World Wide Web." Conference on College Composition and Communication, April 1998.
- "Neighborhood Conversations: A Cross Discipline Model to Grow On." College of Education Language, Reading & Culture Colloquy, February 1998.
- "The Social Constructionist Implications of Higher Education Reform." New Directions in Critical Theory Conference, University of Arizona, March 1994.

Courses Developed and Taught

Assistant Professor

University of Texas – Pan American, 2003 - present

Graduate Teaching Associate:

University of Arizona, 1997-2003

Iowa State University, 1996-1997

Arizona State University, 1992-1994

Adjunct Teaching Faculty:

Saddleback College, Irvine Community College District, 1994-1995

The Washington Center, 1995

Community Education Instructor:

California State University, San Marcos, 1994-1996

Courses Taught

English 1A: Basic Composition

(Saddleback College)

English 101/1301: First-Year Composition, Introduction to Writing

(Arizona State University, Saddleback College, Iowa State University, The University of Arizona, The University of Arizona Minority Student Services—“Newstart Program”, University of Texas – Pan American)

English 102/1302: First Year Composition, Rhetorical Analysis and Critique

(Arizona State University, Iowa State University, The University of Arizona, University of Texas – Pan American)

English 104: First Year Composition, Honors

(Arizona State University)

Traditions in Culture 104: Key Cultural Concepts in Literature

(The University of Arizona, Teaching Assistant for Dr. J. Douglas Canfield)

English 4325: Composition Techniques

(University of Texas – Pan American)

This course surveys writing pedagogies and principles of teaching writing, including the complexity of teaching professionally in diverse settings and questions of integrating technology into writing instruction.

English 3326: Writing and Culture

(University of Texas, Pan American)

This course examines the relationship of language and other communication practices in constructing, perpetuating, or resisting definitions of “culture.” Students examine a variety of discourse communities and technologies that shape discourse to critically assess the values and beliefs underlying all communication practices.

English 3323: Applied Discourse Analysis

(University of Texas, Pan American)

This course focuses on applied rhetorical analysis of written, visual, and other media texts utilizing theories of rhetorical analysis to discover the appeals, dominant trends, and implications of discourse. The course is designed to have students writing academic analyses to hone their skills in critical thinking and academic discourse.

English 3320: Special Topics—Rhetoric of Sports

(University of Texas, Pan American)

This course gives students the opportunity to learn rhetorical criticism and to analyze discourse and culture through the lens of sports. We look at popular media, games themselves, policies, criticism of sports, advertising, sports paraphernalia, and other texts related to topics students decide to pursue. The course attracts students who from a variety of disciplines and interests because it examines the central way that sports influences and is influenced by culture.

English 3320: Special Topics—Rhetoric of Power

(University of Texas, Pan American)

This course asks students to study the theories and philosophies of the relationship between language/discourse and structures of power, including theorists such as Foucault, Marx, De Certeau, and Marcuse. Students analyzed discursive practices, such as laws, public debates, advertising representations, and media coverage, surrounding specific topics to determine the role of language in perpetuating and challenging institutional power. Example topics included corporations, criminality, historical representations, manifestos, and protest movements.

English 6322: Rhetorical Theory – Latin American Rhetorics

This course surveys discourses that have been identified (problematically) with “Latin America.” We foreground issues of discourse shaping notions of identity, political will, philosophical traditions, and the influence of these ideas on contemporary pedagogical approaches to Hispanic students.

English 6326: History of Rhetoric

This course focuses on theories of historiography in rhetoric as we focus on the classical tradition of rhetoric in ancient Greece and Rome.

English 6390: Graduate Level Special Topics – Rhetorical Criticism

(University of Texas, Pan American)

This course surveys various theories of and approaches to rhetorical criticism – critical analysis of situated discourse. Students apply different theoretical approaches to selected topics by examining various texts (including popular culture, laws, policies, literary representations, art, photos, and any other relevant discourses). Students gain experience in discursive analysis that cut across disciplines and professional sites. Students design their own applications of theory by selecting sites of analysis relevant and interesting to their course of study or personal/professional interest and expertise.

English 307: Business Writing and Professional Communication

(The University of Arizona)

I have taught this course in various formats at The University of Arizona. In addition to teaching a traditional version of the course, I have also taught it based in a computer lab and I developed and taught The University of Arizona’s first entirely online section of the course. "Constructing the Workplace Through Words" was the theme of the computer mediated sections I have taught utilizing MOO technology combined with traditional class meetings. In this course, students worked with a developing nonprofit organization and created business analyses and plans for the organization in a scenario context (which they shared with the actual organization). The course covered basic professional communication strategies, but was more concerned with a critical analysis of the implications of communication in professional environments. For the completely online version, I worked in a leadership role facilitating a team of faculty and graduate students on the design and development of the course delivered entirely in an online format. I assisted in the design of the curriculum and supporting web pages as well as the course concept. I evaluated and selected the online technology software, a polysynchronous communication tool which enabled me to hold real-time online courses remotely with my students as well as make a significant amount of resource materials available for my students. The course materials continue to be utilized by instructors both in online and regular courses, and are available at <http://www.ic.arizona.edu/~profcomm>.

Related Academic Positions

Research Assistant

(For Regents Professor, J. Douglas Canfield, University of Arizona, Summer 2000, Summer 2001, and Summer 2003)

As a research assistant for Dr. Canfield, I conducted research and edited his publications, including a major anthology of Restoration Drama and a book-length critical analysis of border literature. In 2003, I assisted Dr. Canfield in the editing of what would be his final collection of essays on the baroque in Seventeenth and Eighteenth Century poetry and drama.

Community Education Program Coordinator

(California State University, San Marcos, 1994-1996)

In this professional administrative position, I was responsible for all planning, development, and implementation of community education courses and community outreach programs such as Nonprofit Management, student leadership, computer literacy, language instruction, and professional continuing education. I worked closely with community members and organizations to develop responsive programs to fit community needs, developed marketing and administration strategies, and coordinated and evaluated instructors for courses.

Grants and Nonprofit Leadership

In related professional and volunteer experience, I have been involved in several grant writing projects, have written and received funding for grant proposals, and have taught grant-writing and nonprofit leadership courses.

Peer Reviewer: Learn and Serve America and Ameri*Corps National Grant Competition

(Corporation for National Community Service, April 2004; April 2005; April 2006)

The Corporation for National and Community Service (a government agency designed to promote and support national service opportunities) invited me to serve as a peer reviewer in 2004 and 2005 for the national grant competition for Learn and Serve America funding. In 2006, I was invited to peer review for the Ameri*Corps National Grants Competition. Because of my expertise in the area of community-based partnerships, service-learning, and literacy programming, I reviewed and made recommendations on projects involving higher education in community-literacy projects. I have been recommended to serve as a facilitator for future grant competitions based on my participation in the past two years of highly competitive funding decisions.

Project Coordinator

(Tucson Service Learning Coalition, Summer 2002 – Spring 2003)

I collaborated on a proposal funded by the New Mexico Center for Service Learning to coordinate a project for the Tucson Service Learning Coalition. After writing the grant, my responsibilities included creating materials for promotion of service learning, including conducting needs assessment with various educational

institutions, administrators, and community organizations; developing an extensive website for the Tucson Service Learning Coalition; designing and distributing an initial Newsletter for the Coalition activities; drafting a mission statement and organizational structure for the Coalition; scheduling and implementing activities related to the Coalition mission; and seeking funding for a permanent staff position. The supervisor for this project was Lesley Bailey, Director of Experiential Education, Arizona International College.

National Service Fellow

(Corporation for National Service, September 2000 – June 2001)

Based on a submitted grant proposal, I was selected for a full-time fellowship awarded to propose, design, pilot, and publish a methodology for creating service learning partnerships that supported community coalitions. For the fellowship, I piloted the methodology by facilitating a group of around twenty Tucson community organizers and educators (primarily from the University of Arizona) through a series of workshops and individual project development. In addition, I presented the methodology at several meetings in Washington, D.C., and developed supporting resources for the local program and methodology in general. The fellowship resulted in the publication of a monograph nationally available to service learning practitioners through the Corporation for National Service.

Member: Service Learning in Composition Advisory Group

(The University of Arizona, 1997-present)

Since my first year at The University of Arizona, I have served on a working group to facilitate and promote the effective use of service learning in composition. I have assisted in writing proposals for funding for service learning initiatives, presenting service learning orientation to teaching advisors and graduate assistant teachers. I also assisted in developing resource materials for web-sites and handbooks.

Faculty Leader: Leadership in the Nonprofit Sector

(The Washington Center, Fall 1995)

As a faculty leader for this seminar on leadership, community development, and nonprofit management issues, I worked closely with a group of undergraduates from across the country as we met with nonprofit leaders, studied current issues in nonprofit management, the history of the nonprofit sector, and possible career directions in that sector.

Instructor: Grant Writing Workshop Series

(California State University, San Marcos, 1995-1996)

I developed and taught a series of workshop for a group of local nonprofit organization members to draft actual project proposals, prospect for funders, and develop a draft for submission.

Coordinator: Certificate in Nonprofit Leadership

(California State University, San Marcos, 1995-1996)

As Community Education Coordinator, I developed and implemented a certificate program in Nonprofit Leadership which included courses on fundraising and development, grant writing, and analysis of the public sector. The certificate program was designed in collaboration with local nonprofit leaders and the Vice President for Development at California State University, San Marcos.

Participant: Community Literacy Conversation

(Tucson Area Literacy Council, Spring 1998)

I was asked to participate with community leaders in a four week discussion and workshop on literacy. The purpose of the program was to bring community leaders into dialogue about issues centering on literacy and resulted in a collaborative publication offering critical and personal views on what literacy means and its significance in community relationships.

Member/Coordinator: Neighborhood Conversations Project

(Maverick Institute Fall 1997)

I worked with the Maverick Institute (a Tucson nonprofit organization) to develop and implement an Arizona Humanities Foundation funded grant project to bring neighborhoods to shared understandings through the arts. Group met and read, shared food, discussed issues of working together in neighborhoods, and created neighborhood historical materials.

Board Member: Office of Service Learning Advisory Board

(Office of Service Learning, California State University, San Marcos, 1995-1996)

As a board member, I was responsible for reviewing curriculum proposals, developing resources and links with community education programs, and reviewing and recommending grant proposals for allocation of funding.

Project Coordinator: "Make a Difference Day"

(California State University, San Marcos, 1995 and 1996)

As a project coordinator for the CSU San Marcos' participation in the national Make a Difference Day program for two years, I worked with California State University, San Marcos and MiraCosta Community College students and staff to coordinate volunteer projects that participants engaged in for the day. The activities were based on local need and coordination with nonprofit organizations serving the local community.

Instructional Technology

Many of my teaching and professional activities are related to the development, analysis, and use of instructional technologies.

Instructional Technology Consultant

(College of Humanities, The University of Arizona, Summer 2001 – Spring 2003)

I was hired by College of Humanities Instructional Computing to assist in

development of instructional materials and to facilitate faculty and graduate student support of educational technology projects in languages and literature. My responsibilities in this position include website development and maintenance (<http://www.ic.coh.arizona.edu>), workshop design and delivery, individual consultation with faculty and graduate associate teachers on educational technology projects, policy development, and collaborating on the development of College of Humanities Computing services.

Instructional Materials and Technology Designer, *Profcomm*

(Composition Program, The University of Arizona, Summer 2000 , Fall 2000, Summer 2001)

I was selected to collaborate with Dr. Thomas Miller and Dr. Ken McAllister on the development of a Composition Program to make Business and Technical Writing course materials and resources available online for course delivery, as an instructional resource, and as a resource available to the community. My activities included designing the course curricula; evaluating and selecting a course delivery technology; maintaining and revising the public website (<http://www.ic.arizona.edu/~profcomm>); and piloting the online course materials.

Research Assistant: Curriculum and Technology Designer/Programmer

(MOO Pilot Project, The University of Arizona Summer, 1998-Fall 1999)

I was selected by Dr. Roxanne Mountford to assist in the design, development, and administration of the first educational MOO (internet technology) at the University of Arizona. As a team, Dr. Mountford and I designed and created OldPuebloMOO (<http://oldpueblomoo.arizona.edu>) in Summer 1998. In addition to piloting the MOO in my own course, I was the primary administrator of MOO, including instructor orientation, policy development, design advisement, and day-to-day maintenance in fall of 1998, spring 1999, and summer 1999. For this design project, I integrated MOO design with local community by collaborating with local organizations and advisors.

Research Assistant: Technology Development, Website Design: AgComm

(Iowa State University, 1996-1997)

I was hired by Dr. David Russell to assist with the writing across the curriculum program to facilitate writing instruction in Agriculture Education. I designed, evaluated, and published curriculum and assignment resources, internet clearinghouse materials, and instructor reflection materials. I was responsible for the development and maintenance of the project web-site.

Research Assistant: Technology and Concept Consultant

(Department of Education, California State University San Marcos, 1996)

The "Cultural and Aesthetic Dimensions of Educational Technology" was a project selected for funding by the Orange County Department of Education. I assisted the primary investigator in developing a "virtual research" environment on CSUSM campus to investigate the implications of technology on ways of knowing.

Academic Honors and Awards

Institute Scholar, National Endowment for the Humanities Summer Institute. “Regional Studies and the Liberal Arts: Appalachia Up Close.” Ferrum College. 2004.
 Faculty Research Release Award. “Rhetoric and Dialogue: Social Interlocation, Pedagogy, and Ethical Philosophy, Book Project.” University of Texas, Pan American. 2004-2007.
 National Service Fellow, Corporation for National and Community Service, 2000-2001.
 College of Humanities Deans Fellowship, University of Arizona, 2001.

Professional Memberships and Service

University Committees:

Vice Chair, Faculty Senate (2007-2008)
 Institutional Planning and Assessment Committee (2006- 2009)
 Faculty Senate (2005-2007)
 Womens Studies Advisory Council (2005-2007)
 Academic Computing Council (2003-2005)

College Committees:

Ad Hoc Committee to create College Governance Policy (Fall 2005)
 Chair, College Council (Spring, 2006, AY 2006-2007)
 College Executive Council (Spring 2006, AY 2006-2007)

Department Committees:

Chair, Rhetoric and Composition Committee (AY 2004-2005, 2005-2006)
 Curriculum Revision Committee (AY 2004-2005)
 Writing Program Committee (AY 2004-2005, 2005-2006)
 Chair, Border Studies Search Committee (AY 2005-2006)
 Rhetoric and Composition Search Committee (AY 2003-2004, 2005-2006)
 Developmental Writing (2003-2004)

University Professional Development Participation

Interdisciplinary Faculty Writing Group (Fall 2005-Present)
 Writing Across the Curriculum Faculty Reading Groups (2005, 2006)
 New Writing Faculty Orientation (August 2004, August 2005)
 Writing Across the Curriculum Workshops 2004-2005
 Learning Communities Workshop

“Ready Writing” grader. UIL Competition. Edinburg High School. March, 2003.
 Scholarship Application reader/scorer. *Ford Salute to Education Scholarship Competition*. February, 2004; February 2005, February 2006, February 2007.
 Sex, Race, and Globalization Committee. Funded by the Rockefeller Foundation.
 University of Arizona (Spring 2000-2003).

Professional References

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