Faculty Development Plan

Humanities, Classics, and Comparative Literature

Self-Assessment
I have just finished my first semester teaching at BYU in the department of Humanities, Classics, and Comparative Literature. Through an arrangement with my section, department, and college, I was able to delay my start-date to Winter semester 2014 on account of having a new baby at home. The year has been full of transitions, and I am happy and relieved to report that I seem to have come out ahead and with definite plans for the near future and the next few years.

Prior to coming to BYU, I earned my Ph.D. from Michigan State University in the spring of 2012. During the time that I was writing my dissertation, my family and I relocated to Kennesaw, Georgia, where I worked as an adjunct instructor of World Literature at Kennesaw State University. Since moving to Provo, I have enjoyed the opportunity to pursue my teaching and research interests in a full-time capacity and the chance to be a part of the community with whom I am now affiliated.

I feel that during my first semester as a faculty member at BYU, I started projects and forged relationships that should lead to opportunities for publication, improved teaching, and collaboration with colleagues at BYU and at institutions elsewhere. Below, I describe how I have met my goals in scholarship, teaching, and citizenship thus far and outline my plans for the next few years at BYU.

Scholarship
My research interests include twentieth-century U.S. and Latin American literatures (or the literatures of the Americas) and translation studies. These are each broad fields, and I aim to establish my niche within and between these fields by examining how problems of translation or rewriting create intersections between U.S. and Latin American literary studies. My future book project, about self-translators who write distinct Spanish and English versions of their works, intersects with each of these fields.

In accord with my research interests, I plan to locate my scholarship within U.S. and Latin American literary venues, as well as within scholarly publications that are explicitly geared toward projects in comparative literature or translation studies. While I plan to publish in these somewhat disparate outlets, my research projects align in the guiding comparative perspective and in my attention to the multilingual aesthetics of a text or ways in which a text has been transformed through the processes of translation, adaptation, editing, or revision.

In the fall, I sent out two projects to peer-reviewed journals. The first is an interview I completed with Mexican-American or Chicano author Rolando Hinojosa in which we discuss the language decisions behind his translation of Tomás Rivera’s Y no se lo tragó la tierra and his translations or rewritings of his own literature. I am awaiting a response from Bilingual Review, the journal to which I sent the interview. I hope to hear back from...
them in the next month concerning publication of the piece. If they do not accept it, I will resubmit the interview to another peer-reviewed journal. *Bilingual Review* is a journal that is engaged with Hinojosa’s work and would be a quality forum in which I could widely disseminate the interview.

The second project that I sent out is an article version of the third chapter of my dissertation. The essay concerns the multilingual poetics of Chicana authors Gloria Anzaldúa and Margarita Cota-Cárdenas. In February, *MELUS: Multi-Ethnic Literature of the United States*, the journal to which I submitted the article, sent me a request to revise and resubmit my essay. I completed and resubmitted the revision of this article on June 6, and I hope to receive an update on the status the article in the next few months. *MELUS* is a very selective and well-known journal within the fields of American Studies and Ethnic Literatures and would be a good fit for my discussion of how these authors manage the tensions of writing and translating as bilingual, multiethnic authors.

I also received word that an essay that I translated for an edited book on the international reception and translation of Edgar Allan Poe’s fiction is forthcoming with Lehigh University Press.

**Goals**

This summer, I plan to write and submit one more article for publication and be well into another article, such that I could send it out mid-way through Fall semester.

1. I will rework into article form an essay about the secondary, critical writings of Mexican author Sergio Pitol and how they relate to the novels in his *carnaval* trilogy. I argue that Pitol blurs the line between fiction and literary criticism, and that he actively tries to influence the critical reception of his text and/or predetermine his literary precursors. I hope to complete this article by mid July and plan to submit it to *Latin American Literary Review*.

2. I will revise into an article-length project an essay examining how Raymond Carver’s story, “A Small, Good Thing,” is a subtle revision of Anton Chekhov’s “Enemies.” I plan to reframe this essay to illustrate how Carver’s appropriation of Chekhov’s story is representative of a larger trend within his fiction, how he both pays homage to and swerves away from Chekhov’s stories. I plan to submit this article to *Comparative Literary Studies* or *Critique: Studies in Contemporary Fiction*.

3. After I send out these projects, I plan to shift to writing a new article that could also serve as a basis for an additional chapter for my book project, an expanded version of my dissertation, “Spanish, English, and In-Between: Self-Translation in the U.S. and Latin America.” Currently, this larger project is organized into four chapters: the introduction, a chapter on self-translation and exile in which I examine the literary texts and translations of South American exiles Ariel Dorfman and Manuel Puig; a chapter on self-translation and transformation in which I explore how Puerto Rican author Rosario Ferré reshapes her authorial identity through translating; the previously mentioned chapter on
self-translation and accommodation in which I examine the multilingual strategies of Chicana authors Gloria Anzaldúa and Margarita Cota-Cárdenas; and my conclusion.

I’d like to write one to two additional chapters. As of now, I plan to write an additional chapter discussing self-translation and narration, in which I consider the evolution of the Spanish and English novels that form Rolando Hinojosa’s Klail City Death Trip series, and, possibly, a chapter concerning self-translation and questions of gender, in which I consider how shifts in translating by bilingual authors such as Ferré, Cota-Cárdenas, and Chilean author María Luisa Bombal reflect tensions and ambivalences surrounding a feminist identity and the expectations for women writers.

To help with these goals, I plan to:
1. Participate in a writing group with faculty members from my department that meets every other week. I will benefit from having my colleagues critique my drafts before I send them out for review.

2. Set apart specific times in which to write, according to each semester’s schedule. I will be teaching two new courses this next academic year and will need to jealously guard my writing time in order to better balance research, writing, and course preparation needs. I hope to commit myself to writing at least one to two full days a week. I will also take advantage of the start-up research funds provided by the college to expand my personal library of research texts.

3. Attend conferences in order to share, discuss, and refine my scholarship. I am appreciative of how my department has supported my conference travel thus far. At the recent 2014 ACLA (American Comparative Literature Association) conference, I presented a version of the article I submitted to MELUS to a group of translation studies scholars, and I was able to incorporate the feedback I received into the revision of my article. Also at ACLA, I became a part of the ICLA (International Comparative Literature) translation studies group, a group affiliated with ACLA. As a part of this group, I was able to network with new and established scholars working on translation studies topics and to contribute to plans for another seminar on the topic of translation and human rights at next year’s ACLA conference.

I plan to regularly present at the annual ACLA conference, where I hope to reconvene with those colleagues working in Translation Studies. Also, I am looking into other conferences where I may present the other projects that I am preparing for publication, including the 2015 LASA (Latin American Studies Association) conference, the 2016 MELUS conference, and, also in 2016, the ICLA conference.

**Teaching**
During this past Winter Semester 2014, I taught two new courses: I-Hum 202: Western Humanities 2, and I-Hum 260: Latin American Humanities. In the Fall, I am slated to teach the Latin American Humanities course again, and I will teach a new course, I-HUM 490, a Senior Seminar on Translation Theory. For Winter semester 2015, I will teach two
sections of Latin American Humanities, and I will teach another new course, I-Hum 350, on the Interpretation of Literature and the Arts—or Critical Theory.

Generally, I feel that students find that my course expectations are high but fair, in that while much work is required those students who adequately complete all of the course assignments are usually in good standing by the end of the semester. I can work on making my course and assignment expectations even more transparent.

In addition to gaining feedback through the metric of the standard BYU student evaluations, I have also conducted my own mid-term and final evaluations in which I was able to gain additional specifics for how to improve my courses, including: assigning less reading, assuring that I make time for adequate discussion of course texts, validating the ideas of students that do not align with my own interpretation of a literary or visual text, clarifying expectations about assignments and grading, and improving my approach to teaching writing.

I have also been candid in seeking advice from my mentor and other colleagues about how best to approach two difficult situations in my classes last semester, including a scenario in which a student recycled the same paper for my class that he had turned into another class, and a situation in which I had a student struggling with severe depression.

Goals

1. Revise my I-Hum 260 syllabus. I anticipate that I will regularly teach the Latin American Humanities course, and I am currently revising this syllabus as part of the New Faculty Seminar. During this July and August, I plan to refine my syllabus and writing assignments for the course. The range of this course is fairly impossible, from the Pre-Columbian world to the present. While I received generally positive reviews from my students, I feel that I can improve this course and students’ experience with it by trying to cover less material and by going into greater depth on fewer topics.

2. Prep for two new courses for the coming academic year. In July and August, I will prepare for I-Hum 490, the senior seminar on translation theory. By December, I will prepare for I-Hum 350, which can be particularly demanding because of the dense theoretical texts that we will approach in the course.

3. Refine the writing components of my classes. In accord with the Learning Outcomes for Humanities courses, I emphasize the development of critical thinking and writing skills in my class. As these two skills go hand-in-hand, I plan to do more to improve the writing components of my class. For my 200-level courses, I currently include several informal rush-write assignments, 3 cultural event reports, and a final comparative paper that they write in stages (thesis paragraph, rough draft, and final). I will reevaluate and adjust my assignments so that I can give even more time and attention toward the revision process and the final paper. Over the course of the summer, I plan to create writing rubrics specific to I-Hum 260 and I-Hum 490 and, also, to revise writing handouts for these course.
4. Revise my I-Hum 202 syllabus and work on my approach to topics outside of my specialization, particularly art history and musicology. After this academic year, I plan to refine my approach to I-Hum 202, which I am sure I will teach in years to come. This first time around, I took on the ambitious task of teaching the 800-page *The Brothers Karamazov* into the course, and I would enjoy the chance to teach it again to try and win over some of those students who were not convinced that reading such a lengthy novel was worthwhile. By my personal survey, I think I convinced almost 70 percent. I think I could persuade more students by revising the syllabus to better pace the course readings and devise reading guides or short writing assignments to help nurse them through lengthy or difficult passages of text. Moreover, I could improve my approach to this course by gaining more exposure to teaching visual and musical works outside of my specialization, particularly art-history topics. I feel that this semester I relied too heavily on secondary sources and brief documentary clips to supplement my knowledge on art-history topics.

To help with these goals, I plan to:

1. Utilize the Spring Seminar requirement to revise a syllabus as an opportunity to revise my Latin American Humanities syllabus, with the aim of setting aside more time in class to discuss fewer topics.

2. Schedule a time during Fall semester to observe colleagues teaching I-Hum 350 and, before the next academic year, I-Hum 202. I will try to incorporate others’ good ideas into my approach to these courses. I will also commit myself to reading a text on higher-ed and pedagogy each year, starting with Ken Bain’s *What the Best College Teachers Do*.

3. Consult with colleagues who have previously taught I-Hum 350 and I-Hum 490 seminars about how to prepare for these courses. I will ask them to share sample syllabi, writing rubrics, and writing assignments for these courses, and I will converse with them about writing expectations for each of these courses to make sure my assignments align with the stated course outcomes.

4. Look into the programs, seminars, and lunches offered by Writing across the Curriculum and schedule a time to attend some of those options. I may also look into the option of using Writing Fellows in my Latin Humanities Course to facilitate the revision component of teaching writing in my class.

**Citizenship**

As a very new faculty member, my official service responsibilities for the department to this point have been minimal to none. Still, I feel that I have been an active contributor to the department and college thus far, and I look forward to future ways in which I can support the efforts of my colleagues and gain from their association. I also plan to manage my time such that these activities do not overtake my efforts to meet my goals as a teacher and scholar.

Even before I was officially hired, I fully participated in all department and section meetings and in doing so was able to feel integrated into the department and aware of
current and upcoming concerns and objectives. I was able to participate in discussions regarding the advancement of three of my colleagues and these conversations were very helpful to me in gaining a clearer picture of the processes of attaining continuing status at BYU.

Since January, I have been available as an advisor for Humanities majors with an English emphasis and have indicated my willingness to serve as a part of committee related to the International Development minor at BYU. I also arranged for local sculptor Ben Hammond to visit my Humanities 202 class, put three students in touch with a contact at Google for possible short-term research opportunities, and created a Buzzfeed to advertise the major to students, “Top Ten Reasons to Major in the Humanities.” I have also been a frequent participant in the informal department writing group.

Outside of the department, I have been involved in conversations with the Humanities Center to start a Translation Studies Research group with faculty throughout the college and professionals in the translation industry, have given several guest lectures, and have helped to make preliminary arrangements for writer Rolando Hinojosa to visit BYU in Winter 2015 as a part of the English Reading Series. I have also become a member of the Translation Studies group of the ICLA, headed by Sandra Bermann of Princeton. In the coming years, I would like to become increasingly involved with the activities of the Translation Research group here at BYU as well as with the ICLA group, and I look to maintain my current level of involvement in activities in the department and in the college.

**Goals**

1. As I indicated above, one of my particular research interests is Translation Studies. This inherently interdisciplinary field has put me into contact with other members of the BYU faculty who work as translators or work on or around translation topics. After conversations with the Humanities Center and with the support of my chair, I have been actively involved in the formation of a Translation Studies Research group, together with a number of faculty throughout the college and professionals in the translation industry. I have spoken with Scott Sprenger of the Humanities Center about assisting my Spanish and Portuguese department colleague Daryl Hague in establishing a schedule for meeting and crafting a formal proposal for funding from the Humanities Center. I hope to work with the Translation Studies group to formalize sessions in which we can share and workshop each other’s scholarship, make plans to bring visiting scholars to campus, and forge connections and opportunities for students with businesses and other organizations within the translation industry.

2. I will continue to get to know and collaborate with colleagues in and outside of my department. I also plan to continue to participate in national and international conferences, e.g., ACLA, ICLA, LASA, MELUS, to form relationships with colleagues outside of BYU.
3. I will continue to serve in the advisement capacity for Humanities majors with an English emphasis, and I will email Tim Heaton, head of the committee for the International Development minor, to see how I can contribute.

4. I will work with my section head and other faculty in the department to help advertise and increase enrollment in the major. I would like to make a concerted effort to reach out to individual students in my classes that could succeed in our major.

5. Collaborate with colleagues by giving visiting talks/lectures and by inviting others to visit my classes. Since starting in January, I have had the opportunity to give five guest lectures: an introductory lecture on *Bend it Like Beckham* for BYU International Cinema; a guest lecture introducing Translation Studies for my department colleague Carl Sederholm’s graduate course; a discussion on translation studies for the translation reading group headed by James Krauss of the Spanish and Portuguese department; and two guest lectures for a Women’s Studies 390 course on Pan-American Women Writers course organized by Rex Nielson of Spanish and Portuguese—one on stories by Canadian author Margaret Atwood and another on stories by Canadian author and recent Nobel laureate Alice Munro. These were all good, productive opportunities for me. I hope to have such opportunities in the future, and, on occasion, make use of my very able colleagues in visiting my own classes. I also want to make sure that in preparing for these lectures or discussions I can still prioritize my own courses and research projects.

6. I will work with Emron Esplin of the English Department to bring Rolando Hinojosa to campus in Winter 2015. In addition to having Hinojosa participate in the English Reading Series, I would like to have him visit my Latin American Humanities class. I have also talked with my colleague Bruce Jorgensen of English about working with the Orem Public library to host a “birthday party” for Alice Munro. This would happen, ideally, in early July.

**Summary**

I feel fortunate to be able to teach and pursue my research objectives at BYU, and I am grateful for the generous support of my department and college. I hope that in years to come I can establish a solid research portfolio, become a quality and compassionate teacher, and be involved in activities both within and without the university that will extend BYU’s profile. After just a semester at BYU, I feel that I am off to a good start and hope to effectively manage my time and priorities to be a successful scholar, teacher, and colleague.
Scholarship Strategies Project

Humanities, Classics, and Comparative Literature

Scholarship

1. Organizing Framework

My research interests include twentieth-century U.S. and Latin American literatures (or the literatures of the Americas) and translation studies. These are each broad fields, and I aim to establish my niche within and between these fields by examining how problems of translation or rewriting create intersections between U.S. and Latin American literary studies. My future book project, about self-translators who write distinct Spanish and English versions of their works, intersects with each of these fields.

In accord with my research interests, I plan to locate my scholarship within U.S. and Latin American literary venues, as well as within scholarly publications that are explicitly geared toward projects in comparative literature or translation studies. While I plan to publish in these somewhat disparate outlets, my research projects align in the guiding comparative perspective and in my attention to the multilingual aesthetics of a text or ways in which a text has been transformed through the processes of translation, adaptation, editing, or revision.

Current State

In the fall, I sent out two projects to peer-reviewed journals. The first is an interview I completed with Mexican-American or Chicano author Rolando Hinojosa in which we discuss the language decisions behind his translation of Tomás Rivera’s *Y no se lo tragó la tierra* and his translations or rewritings of his own literature. I am awaiting a response from Bilingual Review, the journal to which I sent the interview. I hope to hear back from them in the next month concerning publication of the piece. If they do not accept it, I will resubmit the interview to another peer-reviewed journal. Bilingual Review is a journal that is engaged with Hinojosa’s work and would be a quality forum in which I could widely disseminate the interview.

The second project that I sent out is an article version of the third chapter of my dissertation. The essay concerns the multilingual poetics of Chicana authors Gloria Anzaldúa and Margarita Cota-Cárdenas. In February, *MELUS: Multi-Ethnic Literature of the United States*, the journal to which I submitted the article, sent me a request to revise and resubmit my essay. I completed and resubmitted the revision of this article on June 6, and I hope to receive an update on the status the article in the next few months. *MELUS* is a very selective and well-known journal within the fields of American Studies and Ethnic Literatures and would be a good fit for my discussion of how these authors manage the tensions of writing and translating as bilingual, multiethnic authors.

I also received word that an essay that I translated for an edited book on the international reception and translation of Edgar Allan Poe’s fiction is forthcoming with Lehigh University Press.
2. Goals for February 2015
By February 2015, I plan to submit two more articles for publication and be working on another article that could serve as the basis for a new chapter in my book project.

1. I will rework into article form an essay about the secondary, critical writings of Mexican author Sergio Pitol and how they relate to the novels in his *carnaval* trilogy. I argue that Pitol blurs the line between fiction and literary criticism, and that he actively tries to influence the critical reception of his text and/or predetermine his literary precursors. I plan to submit this article to *Latin American Literary Review* by mid July.

2. I will revise into an article-length project an essay examining how Raymond Carver’s story, “A Small, Good Thing,” is a subtle revision of Anton Chekhov’s “Enemies.” I plan to reframe this essay to illustrate how Carver’s appropriation of Chekhov’s story is representative of a larger trend within his fiction, how he both pays homage to and swerves away from Chekhov’s stories. I plan to submit this article to *Comparative Literary Studies* or *Critique: Studies in Contemporary Fiction* by Jan 1, 2015.

3. After I send out these projects, I plan to shift to writing a new article that could also serve as a basis for an additional chapter for my book project, an expanded version of my dissertation, “Spanish, English, and In-Between: Self-Translation in the U.S. and Latin America.” Currently, this larger project is organized into four chapters: the introduction, a chapter on self-translation and exile in which I examine the literary texts and translations of South American exiles Ariel Dorfman and Manuel Puig; a chapter on self-translation and transformation in which I explore how Puerto Rican author Rosario Ferré reshapes her authorial identity through translating; the previously mentioned chapter on self-translation and accommodation in which I examine the multilingual strategies of Chicana authors Gloria Anzaldúa and Margarita Cota-Cárdenas; and my conclusion.

I’d like to write one to two additional chapters. As of now, I plan to write an additional chapter discussing self-translation and narration, in which I consider the evolution of the Spanish and English novels that form Rolando Hinojosa’s *Klail City Death Trip* series, and, possibly, a chapter concerning self-translation and questions of gender, in which I consider how shifts in translating by bilingual authors such as Ferré, Cota-Cárdenas, and Chilean author María Luisa Bombal reflect tensions and ambivalences surrounding a feminist identity and the expectations for women writers. I’d like to turn toward this project at the start of Winter semester 2015.

3. Specific Strategies of Productivity
1. Participate in a writing group with faculty members from my department that meets every other week. I will benefit from having my colleagues critique my drafts before I send them out for review.

2. Set apart specific times in which to write, according to each semester’s schedule. I will be teaching two new courses this next academic year and will need to jealously guard my
writing time in order to better balance research, writing, and course preparation needs. I hope to commit myself to writing at least one to two full days a week. I will also take advantage of the start-up research funds provided by the college to expand my personal library of research texts.

3. Attend conferences in order to share, discuss, and refine my scholarship. I am appreciative of how my department has supported my conference travel thus far. At the recent 2014 ACLA (American Comparative Literature Association) conference, I presented a version of the article I submitted to MELUS to a group of translation studies scholars, and I was able to incorporate the feedback I received into the revision of my article. Also at ACLA, I became a part of the ICLA (International Comparative Literature) translation studies group, a group affiliated with ACLA. As a part of this group, I was able to network with new and established scholars working on translation studies topics and to contribute to plans for another seminar on the topic of translation and human rights at next year’s ACLA conference.

I plan to regularly present at the annual ACLA conference, where I hope to reconvene with those colleagues working in Translation Studies. Also, I am looking into other conferences where I may present the other projects that I am preparing for publication, including the 2015 LASA (Latin American Studies Association) conference, the 2016 MELUS conference, and, also in 2016, the ICLA conference.

4. Have “writing office hours.” Since I will be teaching usually on a Tuesday and Thursday schedule, I will try to block out one to two days a week for just writing, likely Mondays and/or Fridays. I will also try to disconnect myself from the internet during these writing days.

5. Keep a weekly log (a google doc) approximating time actually spent on writing and research vs. teaching prep. I will start this log on Monday June 16th.

4. Methods for Evaluating Success
1. A clear indicator of my success is my publication record. I hope to have accepted pieces that will attest to my progress.

2. Another indicator is the number of articles sent out. I hope to show that while waiting to hear about the status of an article, I have been working on and sending out others.

3. Reviewing the weekly log (a google doc) approximating time spent on writing and research vs. teaching prep and citizenship activities should indicate to me how I have prioritized my time and how I can make adjustments.
Citizenship Project

Humanities, Classics, and Comparative Literature

Citizenship, Current State
As a very new faculty member, my official service responsibilities for the department to this point have been minimal to none. Still, I feel that I have been an active contributor to the department and college thus far, and I look forward to future ways in which I can support the efforts of my colleagues and gain from their association. I also plan to manage my time such that these activities do not overtake my efforts to meet my goals as a teacher and scholar.

Even before I was officially hired, I fully participated in all department and section meetings and in doing so was able to feel integrated into the department and aware of current and upcoming concerns and objectives. I was able to participate in discussions regarding the advancement of three of my colleagues and these conversations were very helpful to me in gaining a clearer picture of the processes of attaining continuing status at BYU.

Since January, I have been available as an advisor for Humanities majors with an English emphasis and have indicated my willingness to serve as a part of committee related to the International Development minor at BYU. I also arranged for local sculptor Ben Hammond to visit my Humanities 202 class, put three students in touch with a contact at Google for possible short-term research opportunities, and created a Buzzfeed to advertise the major to students, “Top Ten Reasons to Major in the Humanities.” I have also been a frequent participant in the informal department writing group.

Outside of the department, I have been involved in conversations with the Humanities Center to start a Translation Studies Research group with faculty throughout the college and professionals in the translation industry, have given several guest lectures, and have helped to make preliminary arrangements for writer Rolando Hinojosa to visit BYU in Winter 2015 as a part of the English Reading Series. I have also become a member of the Translation Studies group of the ICLA, headed by Sandra Bermann of Princeton. In the coming years, I would like to become increasingly involved with the activities of the Translation Research group here at BYU as well as with the ICLA group, and I look to maintain my current level of involvement in activities in the department and in the college.

Citizenship Goals (in order of priority)
1. As I indicated above, one of my particular research interests is Translation Studies. This inherently interdisciplinary field has put me into contact with other members of the BYU faculty who work as translators or work on or around translation topics. After conversations with the Humanities Center and with the support of my chair, I have been actively involved in the formation of a Translation Studies Research group, together with a number of faculty throughout the college and professionals in the translation industry. I have spoken with Scott Sprenger of the Humanities Center about assisting my Spanish
and Portuguese department colleague Daryl Hague in establishing a schedule for meeting and crafting a formal proposal for funding from the Humanities Center. I hope to work with the Translation Studies group to formalize sessions in which we can share and workshop each other’s scholarship, make plans to bring visiting scholars to campus, and forge connections and opportunities for students with businesses and other organizations within the translation industry. I will set up time to meet with Daryl by June 16th.

2. I will work with my section head and other faculty in the department to help advertise and increase enrollment in the major. I would like to make a concerted effort to reach out to individual students in my classes that could succeed in our major.

3. I will continue to serve in the advisement capacity for Humanities majors with an English emphasis, and I will email Tim Heaton, head of the committee for the International Development minor, to see how I can contribute.

4. I will continue to get to know and collaborate with colleagues in and outside of my department. I also plan to continue to participate in national and international conferences, e.g., ACLA, ICLA, LASA, MELUS, to form relationships with colleagues outside of BYU.

5. I will work with Emron Esplin of the English Department to bring Rolando Hinojosa to campus in Winter 2015. In addition to having Hinojosa participate in the English Reading Series, I would like to have him visit my Latin American Humanities class. I have also talked with my colleague Bruce Jorgensen of English about working with the Orem Public library to host a “birthday party” for Alice Munro. This would happen, ideally, in early July.

6. Collaborate with colleagues by giving visiting talks/lectures and by inviting others to visit my classes. Since starting in January, I have had the opportunity to give five guest lectures: an introductory lecture on *Bend it Like Beckham* for BYU International Cinema; a guest lecture introducing Translation Studies for my department colleague Carl Sederholm’s graduate course; a discussion on translation studies for the translation reading group headed by James Krauss of the Spanish and Portuguese department; and two guest lectures for a Women’s Studies 390 course on Pan-American Women Writers course organized by Rex Nielson of Spanish and Portuguese—one on stories by Canadian author Margaret Atwood and another on stories by Canadian author and recent Nobel laureate Alice Munro. I hope to have such opportunities in the future, and, on occasion, make use of my very able colleagues in visiting my own classes. I also want to make sure that in preparing for these lectures or discussions I can still prioritize my own courses and research projects.