

Chad Redwing

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Education

Doctor of Philosophy (2007) The University of Chicago

As part of the Division of the Humanities and the Committee on the History of Culture my interdisciplinary studies focused on the cultural history (literature, cinema, public monuments and testimonials) of Latin America with an emphasis in political violence, human rights and cultural trauma and memory. With a cumulative doctoral coursework grade point average of 4.0, I passed all coursework and doctoral examinations with distinction. Coursework and research emphasized cultural anthropology, history, imaginative literature and political theory. My dissertation, *Dictatorial Violence, the Body Politic & the Politics of the Body: Dismembering and Remembering in Chilean Literature, Cinema and Public Spaces*, was completed in 2007 and directed by Dr. Claudio Lomnitz.

Master of Arts Degree (2001) Harrison Middleton University

I received a Master of Arts Degree in Humanities from this classical great books university with a specialization in teaching great works of literature from the Romantic, Industrial, Modern and Postmodern epochs. My coursework was intended primarily as professional and intellectual development to master teaching Humanities as distance education courses. My studies focused on reading, discussion and written analysis of major works by Melville, Twain, Tolstoy, Dostoevsky, Ibsen, Shaw, Conrad, Chekhov, Pirandello, Proust, Cather, Mann, Joyce, Woolf, Kafka, Eliot, O'Neill, Fitzgerald, Faulkner, Brecht, Hemingway, Orwell and Beckett. I completed additional cross-disciplinary work in philosophy, religion and the social sciences and finished a teaching practicum by developing curriculum and teaching virtual courses in 19th and 20th century literature, philosophy and the social sciences. My cumulative grade point average was 4.0.

Master of Arts Degree (2000) The University of Chicago

I received my Master of Arts degree in the Humanities from the Committee on the History of Culture. My interdisciplinary studies focused on cultural theory and intellectual history. My magisterial thesis, *Transitional Space as a Theory of the Origins of Culture*, was directed by Dr. Homi Bhabha and examined a variety of theories explicating the origins, purposes and historical transformations of cultural production.

Bachelor of Arts and Honors Degrees (1995) Arizona State University

I received my Honors degree in Interdisciplinary Humanities—emphasizing literature, history and philosophy—while investigating western intellectual history and the development of the western literary tradition and the American novel. I was also granted a minor in History. My Honors College thesis, the novel *Are the Green Fields Gone?* was directed by Dr. Mark Harris. My cumulative undergraduate grade point average was 4.0.

Academic Awards and Recognition

- Humanities Initiatives Grant Project Director, “The Search for Common Ground: Culture in California’s Central Valley” (\$99,882) for faculty professional development and curricular innovation (January 2015-present)
- Title V Professional Development Grant recipient for sabbatical research in Latin America and a writing workshop in New York City (May-December 2014)
- American Colleges and Universities Association, Bringing Theory to Practice Grant recipient for a *Great Conversations* series (2013)
- Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship Recipient—Funding for dissertation research in Chile (August 2003-August 2004)
- Century Fellow (1999-2004)—Graduate studies, The University of Chicago
- Truman Scholar (1995)—The nation’s highest undergraduate leadership award
- *USA Today* “Top Twenty Academic All-American” in the United States (1996)
- Most Outstanding Arizona State University Alumni Award (1999)
- Moeur Award (1995)—ASU Most Outstanding Liberal Arts & Sciences Graduate
- Parker Award (1995)—Most Outstanding Humanities Undergraduate
- Tempe Diablos Scholar (1991-95)—Academic achievement & public service
- Arizona Board of Regents Scholarship Recipient (1991-95)
- Sun Angel Foundation Research Grant in the Humanities (1994)
- ASU Honors College Dean’s Excellence Award Recipient (1992)

Current and Past Professional Experience

Professor of Humanities, Yosemite Community College District ***Modesto and Sonora, California (Present)***

As a tenured, full professor I teach Humanities courses at Modesto Junior College (MJC) that include *Humanities 101: Introduction to the Humanities*, *Humanities 105: Early Humanistic Traditions*, *Humanities 106: Humanities in the Modern World*, *Humanities 110: East Meets West* and *Humanities 130: Introduction to Western Religions*. At Columbia College I also teach *Humanities 1: Old World Culture*, *Humanities 2: Modern Culture* and *Humanities 3: World Culture*. Honors tutorials include “The Anti-Modern Impulse,” “Cultural Memories of California Immigrations,” “Industrial Reality and Literary Subjectivity,” “Literary Lost Generations from World War I to Chechnya,” “Human Nature and *Homo Religiosus*” and “Western Religions and Gender.”

Currently I serve as co-chair of the Humanities program at MJC—coordinating program review, grant writing, strategic planning, and periodic faculty hiring and evaluation. I am on the MJC Academic Senate, serving as the Vice-President, and I co-chair the college Curriculum Committee. I have sat on the Accreditation Council, the Honors Advisory Board, the Virtual Classroom and Assessment Committees and I have co-chaired the Celebration of the Humanities. I have been awarded foundation grants to create a video library and to conduct a year-long series of *Great Conversations* seminars for community leaders, professors and students. The American Colleges and Universities Association also awarded *Great Conversations* a Bringing Theory to Practice Grant to continue the discussions. I received a Title V grant to explore the importance of scholarly writing for community college faculty, and two COMPASS grants to work on liberal arts student pathways with local universities and have received college funding for grant writing training. Finally, I have completed a series of courses and am a Certified MJC Master Online Instructor. Recently I have returned from a three month research trip to Latin America—travelling over 20,000 miles from the northern Atacama Desert to the south of the country as well as Easter Island, the most geographically remote settlement on Earth.

Humanities Initiatives Grant Project Director: “The Search for Common Ground”
Modesto, California (Present)

Currently, I am the project director for a National Endowment for the Humanities (NEH) Humanities Initiatives Grant, “The Search for Common Ground: Culture in California’s Central Valley.” Scholars and supporters of the grant include the University of California at Merced, the University of California at Berkeley, California State University Stanislaus, The National Steinbeck Center, *El Teatro Campesino*, the State Theatre and the Modesto Junior College Foundation. This \$100,000 grant provides nearly two years of professional development for dozens of Modesto Junior College (MJC) faculty across divisions as well as funds interdisciplinary curricular development for a wide variety of classes on campus. The subject of the grant is the Central Valley itself and the diverse cultural heritages in our community. The animating principle of the grant is the belief that when faculty craft classes which reflect the cultural traditions of our own geography that our students “see themselves” in their classes and are more engaged and successful.

This curricular development project brings Humanities faculty from Central Valley community colleges to Modesto Junior College to study the local and regional culture of California’s Central Valley. Humanities Initiatives Grants are intended to strengthen and enrich humanities education and scholarship at Hispanic-Serving Institutions, Historically Black Colleges and Universities, and Tribal Colleges and Universities.

Fellow, Faulkner University, Liberal Arts Institute/Great Books Honors College
Montgomery, Alabama (Present)

As a fellow at the Institute for the Study of Liberal Arts and Great Books Honors College, I work via with Master and Doctor of Letter students in tutorials and virtual class settings. Specific tutorials taught include: *Dante’s Divine Comedy*; *Major Works of Kurt Vonnegut*; *Nihilism in Literature*; *Great Russian Novels*; *American Romantic Literature*; *From Utopia to Dystopia: Pilgrims Progress to 1984*; *Hemingway and Fitzgerald*; *Science Fiction*; *Subjectivity from Shakespeare to Beckett*; *The Bronte Sisters*; *Socratic Pedagogy*; *Idiots and The Possessed*; *Pioneer Literature*; *Ontological Knowing and the Noetic Receptor in the Works of Dostoevsky*; *The Heroic Quest from Gilgamesh to Faulkner*.” Graduate-level courses taught include *LIT 5324: Great Ideas, Authors, and Writings: Literary Analysis* and several independent studies leading to master’s degree thesis completion.

Academic Editor, Confluence Courseware
Denver, Colorado (Present)

As Academic Editor for a start-up digital courseware and publication company, I am responsible for curricular guide development. As a premier digital resource for educators, conversationalists and life-long learners to foster meaningful and productive conversation through digital delivery, Confluence Courseware promotes the widespread publication of curricular guides, open educational resources and scholarly and creative work for the express purpose of continuing our cultural heritage and the ideas, expressions and inspirations which best capture and safeguard our humanity.

Course Designer and Adjunct Professor, University of Saint Augustine
Saint Augustine, Florida (Present)

In addition to designing the *Philosophy of Knowledge* course for doctoral students at the University of Saint Augustine, I occasionally teach online sections of the graduate-level *Philosophy of Knowledge* course, which is concerned most fundamentally with epistemology—the nature and scope of knowledge, what we know, how we know it and how we organize what we know into systems such as academic and professional knowledge communities. This interdisciplinary course examines how systems of knowledge have developed in the contemporary world and investigates the consequences to knowledge of dividing the pursuit and practices of knowing into academic and professional disciplines into “two cultures”—the natural and applied sciences, on one hand, and the humanities and social sciences on the other.

Academic Consultant and Instructor, Saylor Foundation
Washington D.C.

The Saylor Foundation is focused on a Free Education Initiative to “make education freely available to all.” I designed and edited courses for the Saylor Foundation: *English 204: Cultural and Literary Representations of Modernism*; *Philosophy 101: Introduction to Philosophy*; *Philosophy 201: Philosophy of Death*; *History 222: Modern Latin America*. I also offered a special section of *Philosophy 201: Philosophy of Death* on P2PU, a free, online learning community. Education Portal nominated the foundation as one of the “Most Innovative/ Avant Garde” open source sites.

Founder & President of the Board of Directors, Citizens of the World
United States, Mexico and Chile

Citizens of the World is a non-profit organization I founded which provides relief to homeless families in Arizona, Mexico and the Republic of Chile. The group has worked with homeless families in Phoenix, has built six houses for the homeless in Tijuana and has provided aid to an orphanage in Puerto Peñasco, Mexico through donation drives and summer-long volunteer teaching.

In Chile, the organization has financed a home for a homeless family. Also in Chile, the organization has funded a local fair and exposition for small businesspersons to sell their homemade products and has financed several environmental protection awareness workshops for middle and high school students in rural Chilean communities. More recently, the organization has conducted projects with an elementary school in the African Serengeti and medical relief missions in Tasmania, Australia and Indonesia. The Aslan Society awarded the group with a grant for Outstanding Community Service.

Executive Director, Cottonwood Classical Preparatory School
Albuquerque, New Mexico

I was responsible for the establishment of this grades 6-12 state chartered public school as a classical core text, international *paideia* school. I oversaw faculty recruitment, training and evaluations, curricular development and community outreach. In its first two years of operation, I was able to establish an international and highly trained teaching core as approximately one-third of our faculty came from other countries (including Spain, Mexico, Jordan, Egypt and China) and one-third possessed or were pursuing doctorate degrees. Professional learning communities and a unique faculty governance structure I established assured the use of interdisciplinary, discussion and project-based learning throughout the curriculum as well as faculty participation in the administration of daily operations, national and international field experiences and student performance and assessment. Finally, I led professional development for faculty to Chile to reinforce the internationalism promoted at the school and to open the possibility of student and faculty exchanges as well as community service projects in Latin America.

Dean of the Graduate College and Professor at Harrison Middleton University
Tempe, Arizona

As the Dean of the Graduate College at Harrison Middleton University—a private, great books distance education university—I designed and implemented a new distance education Doctor of Arts in Humanities program, an interdisciplinary “teaching doctorate” meant for those who seek to become master scholar-teachers at colleges and universities. I also oversaw the establishment of a Doctor of Education degree program. In addition to being responsible for the doctoral programs, I was responsible for the magisterial programs and taught master and doctoral seminars, organized outreach and recruitment efforts, attended academic conferences and led the university reaccreditation team.

Before serving as dean for a year, I was a full-time professor at the college and taught courses in imaginative literature, social sciences, philosophy and philosophy and Spanish language and literature. In addition to interdisciplinary course design and instruction, my collegiate responsibilities included authoring accreditation reports, preparing evaluation rubrics for college-wide use and serving as the principal faculty member for academic standards. Bachelor and Master of Arts level classes designed and as innovative distance education courses include: *Citizens of the World*; *Shakespeare I and II*; *Hegel*; *Kierkegaard and Nietzsche*; *Herman Melville’s Moby-Dick*; *The Fiction of Mark Twain*; *Tolstoy’s War and Peace*; *The Brothers Karamazov*; *Ibsen’s Plays*; *Twentieth Century Social Science I and II*; *Twentieth Century Imaginative Literature I and II*; *History’s Great Speeches*; *Great Documents of Western Civilization*; *Spanish 101, 102, 201 and 202*.

Fulbright-Hays Doctoral Dissertation Research Abroad Fellow
Chile

While on fellowship through the U.S. Department of Education’s Fulbright-Hays award, I witnessed the events and protests commemorating the 30th anniversary of the Augusto Pinochet military coup and then over the next year traveled 2,650 miles to every major city in every region in Chile to document more than 350 former torture and detention centers and to interview Chileans about their memories of the Pinochet regime. The Chilean national government’s Commission on Political Incarceration and Torture and a Chilean newspaper published photographs I took of these torture centers. I also have researched Chilean literature and cinema in order to discern how Chilean culture has remembered the regime, its profound neo-liberal economic reform, its corruption and its record of human rights abuse. At the end of my research year, I witnessed the manifestations commemorating the 31st anniversary of the military coup. My research took final form in my doctoral dissertation.

Education Consultant, Arizona State University
Mesa, Arizona

As an education consultant, I designed the two required courses for all first-year students at Arizona State University East as part of the integrative Freshman-Year Experience project. The first course, *English 101: University Knowledge Communities*, examines how different academic disciplines transmit knowledge. Through a variety of course readings from numerous sources in the natural and applied sciences, the social sciences and the humanities, and through writing assignments that ask students to analyze the other courses they are taking at the university, the goal of this course is to transmit a basic understanding of different university knowledge communities, and the different approaches, assumptions and biases of each university discipline brings to the contemporary university. The second course of the Freshman-Year Experience program that I designed, *English 102: Academic Perspectives on Contemporary Issues*, continues exploring university knowledge communities.

Curriculum Consultant, College of the Humanities and Sciences
Tempe, Arizona

Serving as a part-time education development consultant, my charge was to create interdisciplinary college level courses in literature, history, anthropology and sociology as well as to develop student evaluation procedures to be applied throughout the college. The basis of the instruction is the Great Books program, a comprehensive, humanistic core of knowledge in the areas of literature, social thought, philosophy, mathematics and scientific theory. Specific course materials and assessments I designed include: Twentieth Century Imaginative Literature I and II, Twentieth Century Social Sciences I and II, The Major Works of Sigmund Freud, The Major Works of Henrik Ibsen, Mark Twain's *Huckleberry Finn*, Molière and Racine, and Calvin and Erasmus.

Event Coordinator, Smithsonian Institution--Center for Folklife and Cultural Heritage
Washington, DC

My primary responsibility was the organization and execution of a joint, international conference between the Smithsonian Institution and the United Nations Educational, Scientific and Cultural Organization (UNESCO). The conference, entitled "A Global Assessment of the 1989 UNESCO Recommendation on the Safeguarding of Traditional Culture and Folklore: Local Empowerment and International Cooperation," was the first joint event ever between the Smithsonian Institution and UNESCO and featured over 80 attendees from more than 20 nations and every region of the world.

Instructor, Humanities and Sciences Institute
Phoenix, Arizona

As a teacher at the Institute, a charter high school nationally accredited by the American Academy for Liberal Education, I taught: *Spanish; English Literature I, II, III and IV; Expository and Research Writing; American History from the Colonial Period to the Civil War; American History from the Civil War to the Present; World History from Prehistory to the Rediscovery of the Americas; World History from the Rediscovery of the Americas to Present; Arizona History and Government; Introduction to the Great Books I, II and III*. I also helped develop the curriculum for both the English Literature and Spanish Language programs and I led an exchange between our Institute and a school in Puerto Peñasco, Mexico.

Volunteer, United States Peace Corps
Contulmo and Los Andes, Chile

During my two years as a Peace Corps Volunteer I served in two Chilean communities: Contulmo and Los Andes. In Contulmo, I worked in the Municipal Community Development Office writing a local, sustainable community development plan focusing on ethno-ecotourism in this small, rural town located between two pristine lakes in the south of Chile. I also worked in grant writing for community development projects, trained local small businesspersons and created a local Town Hall. In Los Andes' Municipal Office for Local Economic Development, I organized the local tourism industry, executed technical studies of big and small businesses, served as a municipal aid in a national water management project and trained small businesspersons as well as Municipal employees in administration. Through the Japanese embassy, I applied for and won a three-month all-expenses-paid scholarship for a Chilean municipal employee to study administrative practices in the Municipality of Nagasaki, Japan. Finally, I applied for international funding for a development project involving organic, medicinal plants of the Andes Mountains with the technical support of agrarian experts and professors in Chile, Brazil and the United States.

Additional Professional Activities

- Founding Governing Council member and Governing Council President of the Foothill Leadership Academy in Sonora, California—an arts K-8 charter school.
- Founder and President of the Board of Directors of Witan Educational Consortium, a non-profit group of educators and administrators dedicated to discussion of primary sources and project-based learning.
- Online Teaching Training @One Online Teaching Cohort courses (120 hours of professional development): *Introduction to Online Teaching and Learning*, *Building Online Community with Social Media*, and *Advanced LMS (Blackboard)*.
- Educational consultant for textbook publishers (including Pearson-Prentice Hall, McGraw-Hill and Cengage) reviewing textbooks and online educational resources and participating in focus groups to design didactic content in the Humanities.
- Adjunct professor at United States University designing and teaching *History 323: Latin American History* and *History 320: California History*.
- Adjunct professor at Strayer University *teaching Humanities 111: World Cultures I*, *Humanities 112: World Cultures II* and *Philosophy 210: Critical Thinking*.
- Founding Governing Council Member, New Mexico International School.
- Participant, Harry Truman Scholarship Foundation 1999 Institute, Washington, DC.
- State Lobbyist, Executive Board of Arizona Students' Association and Associate Director, Associated Students State Relations in Tempe, Arizona.
- Staff Reporter, Arizona State University Daily *State Press* in Tempe, Arizona.

Language Proficiencies

Complete written and oral fluency in Spanish; level of Advanced-High in **Spanish** on the American Council for the Teaching of Foreign Languages exam. Written translation and reading proficiency (High Pass, The University of Chicago Exam) in **Portuguese**.

Professional and Academic Associations and Memberships

Humanities Education and Research Association; American Historical Association; Latin American Studies Association; Rocky Mountain Council for Latin American Studies; American Culture Association; Midwest Popular Culture Association; Association for Core Texts and Courses; Association for Integrative Studies; Great Books Foundation; Truman Scholars Association; The National Paideia Center; Center for the Study of Citizenship; The World History Association; Tuolumne County Historical Society.

Additional Community Service and Public Leadership

- President, Board of Directors of Foothill Leadership Academy, a California K-8 charter school (5/13-5/15)
- *Mi Pueblo* Scholarship Judge (7/12)
- City of Phoenix Latino Dropout Recovery Initiative Volunteer (10/02)
- English as a Second Language Tutor, Contulmo & Los Andes, Chile (1/97-7/98)
- Volunteer Fireman, Contulmo, Chile (10/96-6/97)
- Leader of a High School Ecological Club, Contulmo, Chile (10/96-6/97)
- Election manager for Paul Privateer's Arizona Senate Campaign (9/94-11/94)
- Outreach Team, Eddie Basha's Arizona Governor Campaign (9/93-5/94)
- Student Chairperson Arizona State University/United Way Campaign (9/92-1/93)
- Member of Arizona Town Hall (10/92)

Academic and Professional Conferences

- "The Art of the Story with Editor Tom Jenks" workshop writer and participant (New York City, May 1-4, 2014).
- National Endowment for the Humanities, Bridging Cultures at Community Colleges Review Panel Member (Washington DC, October 7, 2013).
- "Wandering the Forgotten Nooks and Crannies: Marginal Geographies of the Chilean Body Politic Under and After Dictatorship" presented at the American Historical Association Conference (Denver, Colorado, August 8-10, 2013).
- "Chile: The Challenges of Forgiveness," presented at the Justice: Violence & Forgiveness Research Committee on Political Philosophy Conference (Boston, Massachusetts; Boston University, May 20-22, 2013).

- Bay Honors Consortium’s 6th Annual Honors Research Symposium panel moderator (Stanford University, May 4, 2013).
- National Endowment for the Humanities, Bridging Cultures at Community Colleges Review Panel Member (Washington DC, September 24, 2012).
- Stanford University Human Rights Education Symposium participant (Stanford University, Palo Alto, June 9, 2012).
- “Qualitative, Interdisciplinary Honors Research in the Social Sciences,” presented at the Bay Area Honors Consortium (Mills College, Oakland, October 1, 2011).
- “The Body Politic and the Political Body in Pinochet’s Chile,” presented at The Center for the Study of Citizenship’s Bodies and Citizenship Conference, Wayne State University (Detroit, Michigan, April 1-2, 2011).
- New Mexico Public Education Department Instructional Materials Conference: World History and Geography and Social Studies Textbook Adoption Cycle Official Reviewer of Record (Albuquerque, New Mexico, June 6-11, 2010).
- “Cultural Remoteness and the Poetic Bridge: Latin American Core Texts and Educating Through Internationalism” presented at the Association for Core Texts and Courses Conference (New Brunswick, New Jersey April 15th-18th, 2010).
- “Revolution, Memory and Imagination in Latin America: A Socratic and Project-Based History of the Americas” Teacher International Training Program Coordinator (Santiago, Chile, March 14th-27th, 2010).
- “The American Founding and the Western Intellectual Tradition: Liberty and the Western Tradition” colloquium participant (Philadelphia, Nov. 19-22, 2009).
- Instructional Materials Conference: New Mexico History Textbook Adoption Cycle Official Reviewer of Record (Albuquerque, New Mexico, September 12, 2009).
- Leadership Network Conference (Albuquerque, New Mexico, July 31, 2009).
- Spanish Ministry of Education and Science, representative for the state of New Mexico, Visiting Teachers Program (Madrid, Spain, April 25-31, 2009).
- “The Foundations of American Education” presented at the Association of Core Texts and Courses Conference (Memphis, Tennessee, April 16-19, 2009).
- “Liberty and Order in Plato’s *Republic*” conference participant (Alexandria, Virginia, December 4-7, 2008).
- Theory of Knowledge, International Baccalaureate North America Diploma Programme Workshop participant (Denver, Colorado, November 21-24, 2008).
- “Core Texts and Civic Engagement,” presented at the State of New Mexico Charter School Conference (Isleta, New Mexico, Nov. 6, 2008).

- “The American Founding and the Western Intellectual Tradition: Education and the Free Society” conference participant (Mecosta, Michigan, Sept. 18-21, 2008).
- Great Books Chicago 2008 Conference led discussions of readings by Faulkner, Lawrence, Dostoevsky and Wharton (Chicago, Illinois, April 25-27, 2008).
- “The Great American Misfit” presented at the Association of Core Texts and Courses Conference (Plymouth, Massachusetts, April 3-6, 2008).
- “The Torturous ‘Happy Ending’ in Post-Authoritarian Chilean Cinema” presented at American Culture Association Conference (Albuquerque, Feb. 13-16, 2008).
- “Socratic Method: The Search for Knowledge in the Classroom,” organized and led faculty training workshops (Modesto, California, February 4 & March 3, 2008).
- Third Annual Tampa Bay Great Books Conference, “Nineteenth Century Russia: Lives in Conflict, Nation in Turmoil—Readings by Tolstoy, Dostoevsky and Turgenev” participant (Longboat Key, Florida, January 18-20, 2008).
- Arizona Commission for Postsecondary Education, Developing Arizona’s Human Capital Conference participant (Scottsdale, Arizona, November 8-9, 2007).
- Seminar leader “Letter from Birmingham Jail” and Plato’s *Apology*. Jones School of Law and Faulkner University Great Books Honors College Symposium for Good Citizenship (Montgomery, Alabama, November 1, 2007).
- Distance Education and Training Council Annual Fall Workshop participant (San Diego, California, October 14-16, 2007)
- “Why Did We Kill Socrates? Conceptions and Misconceptions of the Socratic Method,” Gateway to the *Great Books* (Dallas, Texas, Aug. 7-8, 2007)
- Seminar leader for *Oedipus Rex* and *Winesburg, Ohio*. Great Books Chicago 2007 “Know Thyself” Conference (Chicago, Illinois, April 4-6, 2007).
- “Utopía(s) 1970-2003: Revisar el pasado, criticar el presente, imaginar el futuro,” International Conference participant (Santiago, Chile, September 4-6, 2003).
- “A treinta años de 11 de septiembre de 1973: balance de un proceso,” International Seminar participant (Santiago, Chile, September 1-3, 2003).
- “Does Globalization Transform Macondo into McOndo? *One Hundred Years of Solitude* and the Place of Latin American Canonical Literature in Contemporary Culture,” Association for Core Text (Atlanta, Georgia, April 3-6, 2003).
- “Augusto Pinochet and the Human Body: The Dictator’s Corporeal Treatment,” Rocky Mountain Council for Latin American Studies (Arizona, Feb. 19-22, 2003).
- Seminar leader *Readings in Environmental Science*. Sonoran Desert Winter Institute at Columbia University’s Biosphere 2 (Arizona, February 14-16, 2003).

- “Traumatic Narratives in Chilean Popular Culture: Social Remembering in *La Frontera & Amnesia*,” Popular Culture Association (Milwaukee, Oct. 4-6, 2002).
- Seminar leader for *The Nature of Life*. Sonoran Desert Winter Institute at Columbia University’s Biosphere 2 (Oracle Junction, Arizona, Feb. 15-17, 2002).
- Seminar leader for *Waiting for Godot, King Lear & Time Machine*. Great Books Chicago “Sans Everything” Conference (Chicago, Illinois, April 20-22, 2001).

Publications, Writings and Current Projects

- *The Salt of the Earth* a novel in progress (completions 2017).
- *Anamnesis: A History of Things to Come* a novel in progress (completion 2015).
- Research on former Centers of Detention and Torture archived in digital format and on principal website of the Chilean National Museum of Memory and Human Rights (September 2014). See: <http://190.98.219.232/~interac/recintos/> and <http://www.museodelamemoria.cl/>
- “Contemporary Realities of Public Post-Secondary Education: California Community Colleges and Beyond,” a report for the Institutional Effectiveness Assessment Workshop at Modesto Jr. College (2012).
- “Phantasms of Torture” published by *The Common Review*, Summer 2008, Vol. 7, No. 1. The feature article is an overview of the cultural consequences of the Pinochet regime in Chile and includes testimony from political prisoners.
- Foreword to “An Educational Primer” by Robert Kula; Tincup Mercantile (2008).
- *Dictatorial Violence, the Body Politic & the Politics of the Body: Dismembering and Remembering in Chilean Literature, Cinema and Public Spaces*. Doctoral dissertation, The University of Chicago (2007).
- Photographs and research of former Chilean torture centers published in the Chilean national government’s Commission on Political Incarceration and Torture final report *Clarifying the Truth About Human Rights Violations in Chile* (2004). Photos also published in *La Segunda* (Nov. 29, 2004) and by the *BBC* (Sept. 6, 2005).
- Four articles published in the newspaper *La Voz de Arauco*, Chile (1996-7).
- *Are The Green Fields Gone?*—a novel (1995).
- Thirty published articles in Arizona State University’s *State Press* (1991-1992).