

Kyle James Matthews

Department of Spanish, Stein 440, College of the Holy Cross, Worcester, MA 01602

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EDUCATION

Brown University Department of Hispanic Studies (Providence, RI)

Ph.D. Candidate 2012 (anticipated)

Dissertation: "Bodies of Evidence: Bodies and Nation in Mexican Historiographic Metafiction"

Director: Professor Julio Ortega

Master of Arts 2008

Thesis: "El *realismo grotesco* en *Rayuela*"

Indiana University (Bloomington, IN)

B.S. Magna Cum Laude (high honors) in Music and Spanish (with honors) 2003

Thesis: "Resonances of Faulkner in *La muerte de Artemio Cruz*"

TEACHING COMPETENCIES

Hispanic Culture & Literature

The Latin American Historiographic Metanovel

The Uses of History in Latin American Literature

The Novel of the Mexican Revolution

The Modern Latin American Novel

Spanish Language

Basic Spanish I & II

Intermediate Spanish I & II

Advanced Spanish Conversation

Advanced Spanish Composition

Medical Spanish

Literary Theory

Introduction to Literary Theory

Psychoanalytic Reading (Freud and Lacan)

Derrida and Deconstruction

RESEARCH INTERESTS

20th- & 21st-century Mexican narrative ❖ 20th-century Latin American narrative ❖ Latin American historical fiction ❖ colonial & 19th-century Latin American narrative ❖ Jewish Latin American fiction ❖ science-fiction & fantasy ❖ modern critical theory and philosophy

TEACHING EXPERIENCE

Visiting Lecturer (College of the Holy Cross, Worcester MA) 2011–present

Full instructor for two sections of multi-section Spanish courses taught through the Department of Spanish. Designed and implemented all course materials, including syllabus and daily lesson plans and activities; graded papers and exams; held weekly office hours.

Intermediate Spanish I (Spring 2012) ❖ **Intermediate Spanish II** (Fall 2011, Spring 2012)

Teaching Fellow (Brown University, Providence RI) 2008–2010

Full instructor of a section of a multi-section Spanish language course taught through the Department of Hispanic Studies. Designed and implemented daily lesson plans to complement department-provided syllabus; graded all papers and exams; held weekly office hours; mentored new teaching assistants by sharing material and teaching advice; and performed select administrative tasks to assist course supervisor
Advanced Composition in Spanish (Spring 2008) ❖ **Advanced Spanish II** (Fall 2010)

Teaching Assistant (Brown University, Providence RI) 2006–2008

Full instructor of a section of a multi-section Spanish language course taught through the Department of Hispanic Studies. Designed and implemented daily lesson plans to complement department-provided syllabus; graded all papers and exams; and held weekly office hours.

Basic Spanish I (Fall 2006) ❖ **Basic Spanish II** (Spring 2007) ❖ **Intermediate Spanish II** (Fall 2007)
❖ **Spanish Conversation & Culture** (Spring 2008) ❖ **Advanced Composition in Spanish** (Fall 2008)

Instructor (Brown University, Providence RI)

Medical Spanish: Designed and implemented a course for second-year medical students, taught at and through the Brown University Medical School. 2009–present

Spanish 2, Spanish 3: Designed and implemented second- and third-semester Spanish language courses, taught through the Office of Continuing Education at Brown University. 2010–2011

PROFESSIONAL DEVELOPMENT & TRAINING

Teaching Consultant 2009–present

Ran short teaching workshops for various university departments; observed and provided feedback on classes offered by graduate students and faculty in all disciplines; observed and provided feedback on peer presentations.

Discussion Leader 2009–2011

Facilitated group workshop discussions for the discussion of practical methods and techniques for developing and improving a reflective teaching practice for the Certificate I program (see below).

Mellon Workshop Participant 2008–2009

Attended and participated in a graduate student-run seminar entitled *Bodies and Nations in the Nineteenth Century* at Brown University.

The following courses and seminars were completed through the Instituto Cervantes

Certified D.E.L.E. (Diplomas of Spanish as a Foreign Language) Oral Examiner Nov. 2009
Completed a six-hour-and-a-half hour training seminar on administering the D.E.L.E.

“De la lectura a la escritura en la clase de Español como Lengua Extranjera (E/LE)” Jan. 2010
Attended a three-hour seminar on strategies to encourage students to write effectively and creatively about authentic texts, beginning at the earliest levels of Spanish language instruction.

Training session on AVE (Aula Virtual del Español) Feb. 2010
Attended a three-hour training session on the resources available to teachers and students through AVE.

“Hablando se entiende la gente: la dimensión afectiva en la clase de L2” Feb. 2010
Attended a three-hour seminar on how the affective aspects of a classroom manifest and can be controlled and utilized by the instructor to improve second-language instruction.

Jornadas de formación en evaluación Oct. 2010

Attended an all-day workshop on evaluation in foreign-language classes, including a lecture on evaluation through task-based learning, a roundtable discussion of ACTFL and DELE guidelines, and a workshop on designing valid and reliable exams.

“Recursos digitales en la clase de español” Nov. 2010

Attended a three-hour workshop on the use of digital resources, including blogs, chat, Web forums, and social networks in the foreign language classroom, organized by Mary Glasgow/Scholastic.

Jornadas de formación: La dimensión afectiva en el aprendizaje de idiomas Mar. 2011

Attended an all-day workshop on the affective aspects of the foreign language classroom, including a lecture on multiple intelligences, a roundtable discussion on stimulating emotional connections and personal meaning in the classroom, and a workshop on teaching heritage speakers.

Jornada de formación: La competencia docente digital en la enseñanza del ELE Oct. 2011

Attended an all-day workshop on the developing digital competency in the classroom, including a lecture on social networking technologies, a roundtable discussion on the opportunities and challenges presented by digital learning, and workshops on meaningful interactions through social networks and on the creation of multimodal texts.

The following certificate programs were completed through the Harriet W. Sheridan Center for Teaching and Learning in Higher Education at Brown University

Certificate IV: Teaching Consultant Program 2009–2010

Professional training in peer observation, feedback skills, leadership, and discussion facilitation.

Certificate III: Professional Development Seminar 2009–2010

Yearlong, seven-session seminar organized around the concept of the Teaching Portfolio and its component parts, designed to build a strong teaching portfolio and document teaching practice as scholarship.

Certificate II: Classroom Tools Seminar 2009–2011

Yearlong, six-session seminar designed to explore effective pedagogical strategies. Topics include:

- teaching with artifacts and objects;
- incorporating technology such as wikis, blogs, multimedia and new media into the classroom;
- designing clear, effective assignments that facilitate student learning;
- developing assessment strategies that reinforce class objectives and learning goals;
- leading effective classroom discussions as well as developing and delivering engaging lectures;
- creating functional, effective syllabi for classroom use.

Certificate I: Sheridan Teaching Seminar 2007–2009

Yearlong, six-session seminar, with corresponding workshops, organized around the concept and development of reflective teaching practices.

Various seminars at the Sheridan Center for Teaching and Learning in Higher Education

- Responding to Student Writing in the Humanities and Social Sciences (16 September 2009)
- Digital Storytelling (30 September 2009)
- Faculty Life at a Liberal Arts College (8 October 2009)
- Integrating Writing into Intermediate-Level Courses (26 October 2009)
- Leading Discussions in the Humanities and Social Sciences (17 November 2009)
- Does Translation Have a Place in a Foreign Language Curriculum? (1 December 2009)

- How Implicit Biases Affect Our Teaching Practices (9 December 2009)
- Using Visual Images to Enhance Critical Thinking & Communication (22 March 2011)
- How to Deepen Learning through Critical Reflection (20 April 2011)
- How Can I Engage Them? (2 May 2011)
- Online Networking Tools in Teaching (17 May 2011)
- Responding to Students' Poor Performance on Exams (3 June 2011)
- *Workshop Series on Teaching Foreign Languages*
 - Redesigning the Foreign Language Curriculum (25 February 2010)
 - Integrating Community-Based Learning into Language Courses (18 March 2010)
 - Incorporating the Arts into the Foreign Language Classroom (15 April 2010)
 - Teaching Reading Comprehension through Literature (27 October 2010)
 - Effective Task Design for Communicative Language Teaching Parts I, II (24 February, 3 March 2011)
 - Practical Techniques for Teaching Vocabulary and Grammar Parts I, II (14 April, 21 April 2011)
- *Workshop Series on Teaching Literature*
 - Leading Discussions in Literature Classes (23 March 2011)
 - Responding to Student Writing in Literature Classes (12 October 2011)
 - Teaching, Not Telling: The Workshop Method of Teaching Literature (16 November 2011)
- *Workshop Series on Visualizations & Representations In Teaching & Learning*
 - Teaching Effectively with Visuals (23 February 2011)
 - Using Visual Images to Enhance Critical Thinking & Communication (22 March 2011)
- *Year of Reflective Learning Series*
 - Nurturing the Development of the Reflective Thinker (2 November 2011)
- *Learning with Technology Series*
 - Electronic Media and the New Horizons of Education Parts 1 & 2 (20 April 2012)

DISSERTATION ABSTRACT

Bodies of Evidence: Bodies and Nation in Mexican Historiographic Metafiction

Mexican nationhood and the imaginary construction of its national identity are littered with bodies. The beautiful bodies of post-independence, 19th-century nation-building projects have given way to the grotesque, sexualized, dead, and farcical bodies that populate a growing wave of contemporary historical fiction. My dissertation explores three ways in which historical novels written between 1987 and 2009 appropriate and deploy these bodies as principle among their strategies of narrative and thematic construction. First, as a shift in the origins of national identity away from the thoroughly ideologized, paternal heroes of the Mexican Revolution onto the grotesquely fertile body of "Mamá Carlota," the dying, forgotten legacy of the French Intervention. Second, as symptoms of the irruption of the unassimilable Lacanian real into everyday reality in the form of dead bodies that fragment the symbolic network that gives meaning and coherence to the nation, undermining popular conceptions of national identity and exposing hidden relations of power. Third, as a prop to be farcically dressed and undressed as suits the ephemeral needs of political legitimacy and nationalistic social cohesion. I explore these themes through six historical novels in which the human body serves as a space in which to dramatize and reenact historical traumas as a way to explore the profound social and political crises that trouble present-day Mexico.

RESEARCH AWARDS AND FELLOWSHIPS

Dissertation Research Fellowship

2009–2010

Competitively awarded on the basis of academic merit by Brown University

University Fellowship

2005–2006

Competitive first-year fellowship for graduate study at Brown University

PUBLICATIONS

Peer-Reviewed Articles

“*La muerte de Artemio Cruz: otras voces.*” Actas de *La región más transparente: 50 años después*. Ed. Georgina García Gutiérrez. México D.F.: Universidad Nacional Autónoma de México. Print. In press.

Book Reviews

Max Parra. *Writing Pancho Villa's Revolution: Rebels in the Literary Imagination of Mexico*. *INTI: Revista de Literatura Hispánica* (61–62): 331–336. Print.

Editorial Work

Assistant Editor: Fuentes, Carlos. *Obras reunidas III*. Ed. Julio Ortega. México D.F.: Fondo de Cultura Económica. 2008. Print.

Translation

“From *Providence* by Juan Francisco Ferré.” *The Quarterly Conversation* (25): np. Web.

CONFERENCE AND OTHER PRESENTATIONS

“A Tale of Two Bodies: Reconceiving Porfirio Díaz and Arnulfo Arroyo in Álvaro Uribe's *Expediente del atentado*.” 2012 Indiana University Center for Latin American and Caribbean Studies Graduate Student Conference. Latin American Studies in Practice: Theory Beyond the Academy. Indiana University, April 13–14 2012.

“Pero no te olvides que tu cuerpo está ahí: The Gazing Body of Francisco Madero and the Breakdown of Identity in Ignacio Solares's *Madero, el otro*.” *Gazing Back and Moving on: Postwar and Postrevolutionary Literature and Film in Luso-Africa, Central America and the Caribbean*. ACLA 2012: Collapse/Catastrophe/Change. Brown University, March 29–April 1 2012.

“The Mexican Political Nightmare in Jorge Volpi's Unintentional Historical Novel.” Political Nightmares in Iberian and Latin American literatures. University of Chicago, April 2011.

“Hijos de Mamá Carlota: Fernando del Paso's Project for an Alternative Mexican Identity in *Noticias del Imperio*.” Points of Tectonic Clashes: Dialoguing in Today's (Ir)Reality. University of Connecticut, March 2011.

“Border Trouble: Turning Readers into Authors in Diego de San Pedro's Sentimental Fiction.” 8th Annual New England Medieval Studies Consortium Graduate Student Conference. Brown University, March 2011.

“Baroque Jazz: Toward a New Understanding of Musical Form in Carpentier's *Concierto Barroco*.” Del barroco al neobarroco: barroquismos y barroques en el mundo hispano-transatlántico, McGill University Department of Hispanic Studies Graduate Student Conference. McGill University, Montreal, May 2009.

“*La muerte de Artemio Cruz: Otras voces.*” Session titled “Reinscripciones de la narrativa de Carlos Fuentes: diálogos interdisciplinarios.” *La región más transparente: 50 años después*. UNAM, México, D.F., November 2008.

Guest lecturer for “Gabriel García Márquez.” Brown University, September 2008.

OTHER RESEARCH

Research Assistant to Assistant Professor Aldo Mazzuchelli

2009

SERVICE

Conference Organizing Committees

Monstruos y monstruosidades: Sexto congreso graduado. Department of Hispanic Studies, Brown University, 29–30 October 2010.

Futuros: quinto congreso transatlántico. Department of Hispanic Studies, Brown University, 7–10 April 2010

(R)evolution(s): Third Annual Graduate Student Conference. Center for Latin American and Caribbean Studies, Watson Institute, Brown University, 9 October 2009.

Faculty Representative

Spanish Club Tertulias. Department of Spanish, College of the Holy Cross

Spring 2012

Colloquium Organizing Committee

Dissertation Colloquium Series. Department of Hispanic Studies, Brown University

Fall 2010–Fall 2011

Graduate Student Representative

Standing Committee, Department of Hispanic Studies, Brown University

Fall 2009–Spring 2010

Department Representative

Graduate Student Council, Brown University

Fall 2009–Spring 2011

Proctor, Department of Hispanic Studies, Brown University

Spring 2009, Spring 2011

Web consultant

Center for Latin American and Caribbean Studies, Watson Institute, Brown University

2009–2010

Office of International Affairs, Brown University

2010

Webmaster

Department of Hispanic Studies web site, Brown University

2007–2010

Transatlantic Project, Department of Hispanic Studies, Brown University

2007–2010

La ciudad literaria, professional Web site of Julio Ortega

2007–2011

PROFESSIONAL AFFILIATIONS

Modern Language Association (MLA)

2008–present

American Comparative Literature Association (ACLA)

2011–present

New England Council of Latin American Studies (NECLAS)

2011–present

Association de Hispanistas de Massachusetts (AHIMA)

2011–present

Latin American Studies Association (LASA)

2012–present

LANGUAGE COMPETENCIES

English (native speaker)

Spanish (native fluency)

Portuguese (reading proficiency, some speaking proficiency)

French (basic reading proficiency)

TECHNOLOGICAL COMPETENCIES

Proficient

Operating systems: Mac OS X, Windows XP, and Windows 7
Office suites: Microsoft Office 2011 (Mac) and Office 2010 (Windows)
Reference management: Endnote, Bookends, Sente
Word processing: Word, Pages, Scrivener, Mellel
Presentation: PowerPoint, Keynote
Course management: Blackboard, Moodle, Edmodo
Web development (content management): WordPress, WikiSpaces, Weebly, Blogger
Web development (software): Adobe Dreamweaver, Adobe Contribute
Languages: HTML5, CSS3, PHP5, and MySQL for web development

Somewhat proficient

Web development (content management): Movable Type
Languages: JavaScript, JQuery, Java

REFERENCES

Dissertation advisor:

Julio Ortega, Professor of Hispanic Studies

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Research references:

Aldo Mazzucchelli, Assistant Professor of Hispanic Studies

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Stephanie Merrim, Professor of Comparative Literature and Hispanic Studies

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Suzanne Stewart-Steinberg, Associate Professor of Comparative Literature and Italian Studies, Director of Gender and Sexuality Studies, Acting Director of the Pembroke Center for Teaching and Research on Women

172 Meeting Street, Box 1958, Providence, RI 02912
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Kyle James Matthews

Language references:

Nidia Schuhmacher, Senior Lecturer and Co-Director of Languages in Hispanic Studies

84 Prospect Street, Box 1961, Providence, RI 02912
Nidia_Schuhmacher@brown.edu
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Beth Bauer, Senior Lecturer in Hispanic Studies

84 Prospect Street, Box 1961, Providence, RI 02912
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Laura Hess, Associate Director for the Humanities and Social Sciences, Sheridan Center for Teaching & Learning

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