

Wynne Louise Summers

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EDUCATION:

Ph.D. 2006 University of Nebraska. Lincoln, Nebraska. English
M.S. 1999 Utah State University. Logan, Utah. American Studies
B.A. 1995 Montana State University. Bozeman, Montana. English

SPECIALIZATIONS:

Native American Literature, Native American Studies, and History
Multicultural/Ethnic literature
Western American/Plains Literature
Creative Writing, Fiction, Poetry, Drama

PUBLICATIONS:

Book:

Women Elders' Life Stories of the Omaha Tribe, Macy, Nebraska. Publication date: January 2010. University of Nebraska Press, 1111 Lincoln Mall, Lincoln, NE 68588-0308.

Article in Journal:

* Peer Reviewed

* "Bloody Mary: When Ostension Becomes a Deadly and Destructive Teen Ritual." *Journal of Midwestern Folklore*, 26:1, 19-26.

Creative Writing:

"Kelly Girls #2." *Plains Song Review: exploring sense of place in the Great Plains*. Vol. VI, 53.

INVITED TALKS:

January 23, 2006. Plains Humanities Alliance. "Research & Region: Interdisciplinary Graduate Student Roundtable on Indigenous Issues."

March 16, 2011: University of Nebraska-Lincoln: Paul A. Olson Seminar in Great Plains

Studies: Presentation on *Women Elders' Life Stories of the Omaha Tribe, Macy, Nebraska* and how the writing and research connect to tribal autonomy, language preservation, and cultural sovereignty.

March 15, 2011: Lewis and Clark National Historic Trail: I spoke on the process of putting the book on Omaha women elders together, working with the Omaha tribe, and working with tribal elders as significant to culture continuity and language preservation. The three elders were present also to discuss their individual stories and the importance of storytelling in native cultures.

PROFESSIONAL CONFERENCES:

October 2004: Thirty-ninth Western Literature Association Conference, Big Sky, Montana. "Contemplating the Natural World through Omaha Myth: How rabbit killed winter."

November 2006: Society for the Study of American Women Writers, Philadelphia, Pennsylvania. "Walking the Line In-Between: Gloria Anzaldua and Women Elders' of the Omaha Tribe."

May 2010: NAISA: Native American and Indigenous Studies Association, U of Arizona, Tucson. "Importance of Elders for Culture Continuity and Sovereignty."

July 2010: Tenth International Conference on Diversity in Organizations, Communities, and Nations. Belfast, Northern Ireland. Presenting a section from my book, *Women Elders' Life Stories of the Omaha Tribe, Macy, Nebraska*.

GRANTS AND AWARDS:

SUU Distinguished Educator 2009-2010.

Nominated for Professor of the Year 2010-2011

Associate Fellow for the Center for Great Plains Studies, University of Nebraska-Lincoln. April 2010.

Southern Utah University-Cedar City, Utah. Pay it Forward Service Organization. Outstanding Professor Award. In Recognition of Outstanding Teaching. Fall 2007.

UGRASP Grant Award for student publication, research, art, and design, Kolob Canyon Review, English Department Journal, \$500, Spring 2009.

UGRASP Grant Award for student publication, research, art, and design, Kolob Canyon Review, English Department Journal, \$500, Spring 2008.

UGRASP Grant Award for Faculty Mentor, \$50.00, Kolob Canyon Review, Best Category for Art & Design, Spring 2008.

Montana State University:

The Honor Society of Phi Kappa Phi
Golden Key National Honor Society

University of Nebraska-Lincoln:

Research Grant Award, \$375, Center for Great Plains Studies, Grants-in-Aid for Graduate Students.

Research Grant Award, \$650, Charles Redd Center for Western Studies. Annaley Naegle Redd Student Award in Women's History.

TEACHING EXPERIENCE:

Southern Utah University. Assistant Professor. 2007-present

English 1010: Introduction to Academic Writing. This course provides an introduction to various forms of academic writing. The focus is on providing adequate instruction in writing research papers based on Modern Language Association citation guidelines. Expository and exploratory writing is also utilized. Students are encouraged to explore voice, audience, and to ground their work within creative contexts as well.

English 2010: Native American Literature and Culture. This course provides a literary survey of Native American literature by different native writers representative of various tribes across the U.S. and emphasizes historical and cultural aspects as well as the literature.

English 2200: Introduction to Literature and Culture: Provides students with International and national multi-cultural and ethnic literature to present a grounding in the work of writers who express diversity issues/concerns. Service learning is a part of the class. Students volunteer 12 hours of community outreach and service to various places in Cedar City. The goal of this activity is to teach tolerance by exploring how we are more alike than different in our common humanity and to assist students in recognizing how service to others has positive implications that reach far beyond the SUU community.

English 4030: Creative Nonfiction. This course focuses on the main sub-genres of Creative Nonfiction: Memoir, Personal Essay, Essay of Place, and Literary Journalism. The *process* of writing, revising multiple drafts and engaging in writing workshops that contribute towards the final piece is incorporated into the course, along with readings in these sub-genres that serve as models.

English 2020: Introduction to Creative Writing: This course introduces writers to various tools and techniques for creating fiction, poetry, and script writing. Students create

multiple and ongoing drafts that address writing as process and not product. At various times in the semester, the students prepare portfolios of their work, which includes drafts, revisions, and their final work.

English 3280: Young Adult Fiction: This course is designed for English majors and minors who have a specific interest in the analytical study of literature and who treasure stories for and about children. Its subject matter consists of works written for a young audience and takes both an historical and a theoretical approach to these works. Cultural, historical, biographical, and philosophical contexts are examined.

English 4310: Major Authors: Willa Cather: This course will focus on Cather as a literary regionalist writer—one who came to love the tall grass prairie that is Nebraska and one who caught the personalities embedded in the landscape there. Her short stories (collected works) will be examined as well as her major works, including her Pulitzer Prize winning novel, *One of Ours*. In addition, the class will have access to the U of Nebraska Cather Archives that houses a significant collection of her work, family letters and journals.

English 4110: Literary Genres: Detective Fiction. This course will introduce students to the genre of detective fiction beginning with Edgar Allen Poe and continuing through the writings of Raymond Chandler, Mickey Spillane, and other pioneers of “noir” detective fiction. Other readings will concentrate on how the genre has changed and what comprises it today. Students will be introduced to beginning concepts of detective fiction and read critical essays that comment on the writings of specific authors. Critical analysis as well as writing and reading in the genre will be stressed.

English 4510: Topics in Literature: Native American literature. This upper division course will focus on understanding the American Indian novel and will deal with postmodern discourses on Native American Indian literatures. A variety of novels and short stories written by native writers will be a large part of the course, along with critical examination of native texts and applicable cultural and traditional values that frame Native American societies, contributing to their sovereignty and autonomy.

University of Nebraska-Lincoln. Adjunct faculty and Teaching Assistant/Graduate Instructor, 2006

English 245N: Women Writers: Native American Women’s voices. This course emphasizes the contribution of Native American women writers to the field of literature and explores literary and cultural traditions.

English 180: Introduction to Literature. Provides students with the opportunity to explore a variety of literary works and provides the basis for thematic interpretation, as well as posing questions of literary analysis from critical theory viewpoints.

English 151: Writing Rhetoric as Argument. Focuses on composing practices through the study of argument. Writers develop an informed and committed stance on a topic using persuasive techniques such as Toulmin and Rogerian argument. The course guides

students in developing strategies for writing and research utilizing rhetorical concepts of purpose, audience, genre, cultural context, and style.

English 211A: Plains Literature. An introduction for majors and non-majors to writers of the Great Plains. Selections include representative writers such as Cather, Sandoz, Neihardt, Rolvaag, and Lawrence. Also included are Native American writers Gerald Vizenor, Sherman Alexie, and Thomas King.

English 254: Rhetorical Practice and Writing Communities. Engages students in the study of writing within communities, negotiating and representing community identity, claiming one's identity in relationship to the community. Creative Nonfiction is used for exploring individual identity in relationship to place.

English 150: Writing: Rhetoric as Inquiry. Students use writing and rhetorical concepts such as purpose, audience, and context to pose and investigate problems that are meaningful in their lives or communities. They gain practice with composing processes, experiment with writing and inquiry, and respond to drafts in-process—their own and peers. Writing is regarded as process rather than product oriented.

2005

English 245B: Native American Literature. To introduce students to representative Native American works of various genres, studied in their social and historical contexts.

English 254: Rhetorical Practice and Writing Communities.

2004

English 210T: Stories and Human Experience. Explores how fiction, poetry, and autobiography can help readers reflect on their own experiences and understand the experiences of others. Readings are selected to help students explore the power of story in their lives and community.

English 102 Honors. Combines writing with the reading of longer types of literature—novels, plays, and narrative poetry. The kind of writing may vary from formal papers to less formal ones, including in-class exercises and journals. Reading and writing are closely connected to improve reading skills through the study of literature.

English 150: A first-year composition course that concentrates on the study and practice of writing. The course is intended to help students develop ways of using writing that will serve them in the university experience and in their lives, to help them see connections among language activities: writing, speaking, reading, listening, and to help them become more aware of how they and others use language.

2003

English 101, 101 Honors: Focuses on composing practices and critical reading strategies through the analysis of literature. Students must produce the equivalent of 25 double-spaced pages of polished prose during the semester. Reading and writing are closely connected.

English 150 and English 151: Summer Institute for Promising Scholars, SIPS: The Summer Institute is designed to help racial minority students make a successful start to their college careers. Research writing and creative writing are stressed.

English 151: A first-year composition course emphasizing uses of language that concentrate on global, as well as local issues. Writing and research skills culminate in a final project due the end of the semester. The course was later redeveloped as "Writing Rhetoric as Argument."

2002 and 2001

English 150. First year composition course that concentrates on the study and practice of writing.

Utah State University. Adjunct faculty
1999-2001

English 1010 Success: A program designed to encourage incoming freshman students from out-of-state. Composition and writing skills were taught along with developing speaking and presentation skills. Professors were recommended by Dr. Christine Hult, Associate Department Head, Professor, Department of English.

English 2010: An upper-level course emphasizing writing skills and research to assist students in developing an argumentative-persuasive research paper.

1997-2000: Graduate Instructor

English 1010: A first-year composition course emphasizing rhetoric and research methodologies.

Fort Thomas High School, San Carlos Apache Reservation, Arizona

1996-1997

English literature and writing. Grades 7-9. Basic composition and grammar skills were taught along with reading various literary genres. There was an emphasis on encouraging Apache tradition and culture and participating in traditional activities.

PROFESSIONAL ACTIVITIES:

University of Nebraska-Lincoln. Anthropology/Ethnic Studies, Native American Studies, Omaha Language Class, 2004. "Umon'hon' Ti Ukethin': The Common Omaha House: Set-up Instructions in the Omaha Language with English Translations." Described in Omaha language the steps for putting up and dismantling a tipi, translated to English, consulted and worked with Omaha speakers. First Printing, April 2004. Curriculum to be used in the Omaha Nation Public Schools, Macy, Nebraska. "In'denon'ba Nuzhin'ga Non'beda: Two Faces and the Twin Brothers." The original text was in James Owen Dorsey's, *The Degiha Language, Contributions to North American Ethnology*, Volume VI. The Omaha language class transcribed the Dorsey ethnography with the assistance of Omaha speakers and professor Dr. Mark Awakuni-Swetland, 2003 and 2004. Offered to the Omaha Nation Public School Culture Center, Macy, Nebraska.

Editorial Assistant, *Prairie Schooner*, 2001-2002. Reviewed fiction and poetry for submission, made recommendations for incorporation into the magazine.

Committee Member, Utah State University, English Department, 1997. Assisted with the English 1010 Handbook committee to establish writing goals and guidelines for student writers.

Faculty Mentor/Advisor: *Kolob Canyon Review*. English department, Southern Utah University. I continue to serve as faculty advisor to assist students in production and design of the *Kolob Canyon Review*. This will be an ongoing commitment for each upcoming year. In 2008-09, the English department staff combined their efforts with the Graphic Arts department. This is now a collaborative effort.

Reader for the Humanities and Social Sciences Journal, Spring 2008. I reviewed works of fiction and poetry for the journal and made suggestions for revision and publication.

Peer reviewer for the Center for Great Plains Studies, *Great Plains Quarterly*. "An Omaha Mother's Cultural Survival and Preservation." Chuck Braithwaite, Ed. Gwen K. Bedient, Asst. Ed. October 2008.

COMMUNITY SERVICE:

Faculty Advisor for the SUU Alternative Winter Break in Guaymas, Sonora, Mexico: December 12-20, 2008. As faculty advisor, I accompanied SUU students to various neighborhoods in Guaymas that were locked in extreme poverty and needed assistance with water purification and donations of clothing and food items. I additionally helped paint at an orphanage there

Z-Arts Writing Workshop: Springdale, Utah. February 14, 2009. I led this workshop

for writers interested in responding to nature through poetry and prose. Workshop attendees created a visual graphic using a foam-core collage that dealt with nature/objects in nature. Writing about the collage was part of the format of the workshop.

Z-Arts: Cather lecture: Springdale, Utah. June 10, 2011. I led this evening lecture on Willa Cather to acquaint attendees with the remarkable literature of this Nebraska author and Pulitzer Prize winner. There was a brief discussion of three of her short stories, an overview of her work, and a film entitled *The Road is All*.

Z-Arts Creative Nonfiction Workshop: 9-4 in Springdale, Utah. June 11, 2011. I led this workshop for writers interested in the “fourth genre” of creative nonfiction. I offered models of writing in Memoir, Personal Essay, Portrait/Biography, and Essay of Place. Attendees were to bring drafts of memoir or other applicable writing as it related to creative nonfiction. In the afternoon, I led a peer workshop where attendees read through each other’s writing and offered comment.

2010 Fall Reading Series: SUU English Department presentation: November 3, 2010 at Braun Books. Faculty reading: *Women Elders’ Life Stories of the Omaha Tribe: Macy, Nebraska*. Reading and discussion to follow.

SUU Writing for Life Conference, Hunter Conference Center. Creative Nonfiction. “Giving Voice to Personal Landscape.” March 25, 2009.

Fall Writing Workshop: “Writing as Transformation.” Southern Utah University, 27 Sept. 2007. I worked with university students on writing Creative Nonfiction and worked with teachers on how to teach this genre. I also served on an afternoon panel discussion about the craft of writing.

Utah Arts Council: October 15, 2008. I performed a reading of my poetry that framed the exhibit In Focus: National Geographic Portraits.

Utah Arts Council: 7 October, 2007. I performed a reading of my poetry for a gathering of the arts council in the Braithwaite Art Gallery, Southern Utah University campus.

Member, Lincoln Indian Club, 2003. I assisted in planning activities at the Lincoln Indian Center throughout the year, culminating in the August Powwow.

McPhee Elementary, Indian Mentor Program, 2002. This program utilized mentors to assist Native American students in reading and language.

Great Plains Art Museum, Volunteer, 2001- present. Help with tours and assist in gallery openings.

PROFESSIONAL ORGANIZATIONS:

Modern Language Association
Society for the Study of American Women Writers
Western American Literature

LANGUAGES:

Omaha Language, Siouan-based Native American language
French

REFERENCES:

Bryce Christensen, Interim Chair and Associate Professor, Department of English, Southern Utah University, Cedar City, Utah. christensenb@suu.edu

Kurt Harris, Associate Professor, Department of English, Southern Utah University, Cedar City, Utah. Harrisk@suu.edu

Fran Kaye, Professor, Department of English, University of Nebraska, Lincoln. 402-472-1817, 472-3191, fkaye1949@yahoo.com

Tom Gannon, Professor, Department of English and Ethnic Studies, University of Nebraska, Lincoln. 402-472-1845, tgannon2@unl.edu

Deborah Minter, Vice Chair, Director of Writing, Professor, Department of English, University of Nebraska, Lincoln. 402-472-1846, 402-489-1119, dminter1@unl.edu

Amelia Montes, Professor, Department of English and Ethnic Studies, University of Nebraska, Lincoln. 402-472-8291, amontes2@unl.edu

John Wunder, Professor, Department of History, University of Nebraska, Lincoln. 402-472-3254, jwunder@unlserve.unl.edu

Charles Van Rossum, Assistant to the Vice Chancellor, University of Nebraska, Lincoln. Summer Institute for Promising Scholars Program, 402-472-3755, cvanrossum1@unl.edu

Mark Awakuni-Swetland, Professor, Department of Anthropology and Geography, University of Nebraska, Lincoln, 402-472-3455, mawakuni-swetland2@unl.edu

Walter Fleming, Professor, Department of Native American Studies, Montana State University, Bozeman, Montana, 406-994-5260, wflaming@montana.edu

Sarah Jane Steen, Dean of Arts and Sciences, Montana State University, Bozeman, Montana, 406-994-3768, steen@montana.edu

Alanna Brown, Professor, Department of English, Montana State University, Bozeman, Montana,
406-994-3768, alannakathleen@earthlink.net