

# MAIA GIL'ADI

Department of English  
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## EDUCATION

**Ph.D. in English, George Washington University, 2016 (expected)**

Advisers: Antonio López, Gayle Wald, Ricardo Ortíz

**M.F.A in Creative Writing, American University, 2010**

Advisers: Richard McCann, Faye Moskowitz

**B.A. in English & Creative Writing, George Washington University, 2005**

*cum laude*

## PUBLICATIONS

### WORKS IN PROGRESS

Book Review: Gordon K. Mantler. *Power to the Poor: Black-Brown Coalition and the Fight for Economic Justice, 1960-1974*. Chapel Hill: University of North Carolina Press, 2013. *Aztlán* (Spring 2015).

Book Review: Randy J. Ontiveros. *In the Spirit of a New People: The Cultural Politics of the Chicano Movement*. New York: New York University Press, 2013. *Latino Studies* (Spring 2015).

## GRANTS, FELLOWSHIPS & AWARDS

Annette K. Baxter Travel Grant for ASA Annual Meeting, November 2014. The grant provides partial travel reimbursement of \$300 to advanced graduate students who will travel to the convention in order to present a paper on the annual meeting program.

The George Washington University, Fall 2013, English Department Syllabus Writing Contest

The George Washington University Graduate Teaching Assistantship, 2011-2016, a teaching assistant fellowship.

American University Academic Fellowship, 2007-2009

## PRESENTATIONS

“Cotton, Sugarcane, and Blood: Destructive Utopias at the End of the World.” *2nd Biennial Latina/o Literary Theory and Criticism* “Latina/o Utopias: Futures, Forms and the Will of Literature.” John Jay College of Criminal Justice, New York, NY (April 2015).

“I’m not going to drain you completely’: Pleasure, Death and Racial Spectrality on the U.S-Mexico Border,” *American Studies Association* annual convention meeting. “The Fun and the Fury: New Dialectics of Pleasure and Pain In the Post-American Century,” Los Angeles, CA (November 2014).

“Transcending Social Justice: Racial Spectrality and Destructive Utopias in Latino Literature,” *Imagining Latina/o Studies: Past, Present, and Future*, Chicago, IL (July 2014).

- “‘under the eyelid of a corpse’: Death and Racial Spectrality in Roberto Bolaño’s *2666* and Robert Rodriguez’s *From Dusk Till Dawn*,” *Latin American Studies Association*, Chicago, IL (May 2014) (declined)
- “‘I’m not going to drain you completely’: Death and Racial Spectrality in Robert Rodriguez’s *From Dusk Till Dawn*,” *Popular Culture Association/American Culture Association*, Chicago, IL (April 2014) (declined)
- “Beyond Social Justice: Monstrous Desire and Destructive Utopias in Latino Literature.” *American Comparative Literature Association*. New York University, New York, NY (March 2014)
- “Postfeminist/Post-Queer.” Panel organizer. *Post-ing: A Symposium on What Comes After*. The George Washington University, Washington D.C., (February 2014)
- “‘under the eyelid of a corpse’: Death and Spectrality on the Border in Roberto Bolaño’s *2666*,” *Mid-Atlantic Popular & American Culture Association*, Atlantic City, (November 2013)
- “Erase the stains’: Racial Hauntings and the Browning of America in Colson Whitehead’s *Zone One*,” *The 1st Biennial U.S. Latina/o Literary Theory and Criticism Conference. Haciendo Caminos: Mapping the Futures of U.S. Latina/o Literatures*, John Jay College of Criminal Justice, City University of New York, New York, NY, (March 2013)
- “Erase the stains’: Racial Hauntings and Specters of Slavery in Colson Whitehead’s *Zone One*,” *Temporal Slippages and Spatial Slidings: A Symposium on Failed Fixities*, The George Washington University, Washington D.C. (February 2013)
- “‘the last link with the old days’: The Plantation as Restorer of the Nostalgic Myth of the Old South,” *AUM Southern Studies Conference*, Auburn University, Montgomery, AL, (February 2012)

## TEACHING EXPERIENCE

### *Instructor*

ENGL 1511W: Introduction to American Literature, 1866-Present (Spring 2015). A writing intensive survey of American literature from the late-nineteenth through the twenty-first centuries. This course is crafted with as a conversation among writers, focusing on the question of how we define or construct a canon of “American” literature: How does a writer or work gain a place in the canon? What work does a nation-based canon of literature *do*? How can literature be representative of such a heterogeneous nation as the United States? Each of the works on the syllabus now holds a secure place in the canon of “American Literature,” but that hasn’t always been the case. Many of the writers read in this course have had to fight for the ability to claim access to U.S. citizenship, let alone recognition as an intellectual or an artist by the publishing industry or communities of readers. The selections are arranged both so that students can become familiar with major literary periods, or the concerns of literary movements, and so that writers can speak to each other in elaborating upon what it means to live in the United States and to call oneself an “American.” With this framework in mind, this course aims for a broader understanding of the multiple forms an American identity can take. This course will introduce students to a variety of reading practices and new directions in the field of American literary studies, exploring multiple literary genres and forms. Students will become familiar with the distinctions among short stories, novellas, novels, types of poetry, philosophy, and theory.

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ENGL 1611: Introduction to Black American Literature (Spring 2014). This is a course designed to provide students with an introduction to some of the most influential African-American writers and literary trends of the 20<sup>th</sup> century. Using a variety of forms such as novels, short stories, plays, manifestos, and essays, this class explore the way black authors registered the concerns of various historical moments in the United States—how the Great Migration altered African-American life and facilitated a "new" and "modern" literature; how black writers grappled with predominant ideological ideals of the United States during the Cold War; how authors represented the concerns of the Civil Rights, Black Power, feminist and anti-war movements. Ultimately, this course asks how writers articulated their experiences—by no means uniform—and their historical moment, helping form a notion of what it means to be black in the United States. This class also presents the ways in which African-American writers were engaged in serious, on-going and often contentious debates over what the criteria and goals of black art in the 20<sup>th</sup> century should be, further elucidating why literature was such an important arena of social struggle within black communities.

#### *Teaching Assistant*

ENGL 3970. Jewish-American Literature (with Faye Moskowitz: Fall 2013). This course explored the writing of Jewish authors in the United States, from their immigration in the colonial period to the 21<sup>st</sup> century. This course also explored how these authors responded to American geography, history, economics, culture and technology. My responsibilities included periodically grading weekly response papers and facilitating discussion on texts such as Philip Roth's "Eli, the Fanatic," Isaac Bashevis Singer's "Gimpel the Fool" and Lamed Shapiro's "White Challah."

ENGL 3570. 19<sup>th</sup> Century Black Literature (with Jennifer James: Spring 2013). This course explored the writings by black female authors of the 19<sup>th</sup> century to consider notions of agency, historical memory, and citizenship, through a variety of literature including slave narratives and dictations, novels, short stories and newspaper advertisements. My responsibilities included holding office hours and facilitating discussion on texts such as Harriet Jacobs *Incidents in the Life of a Slave Girl*.

ENGL 1320W. Literature of the Americas (with Antonio Lopez: Fall 2012). A writing intensive survey of hemispheric American literature with a transnational framework. I independently taught two sections of fifteen students each week for the semester. My responsibilities included creating lesson plans that further explored topics and themes established during lecture sessions, grading assignments, and holding office hours.

ENGL 3930W: Flexing Macho: Masculinity y U.S. Latinidad from 1940 (with H.G. Carrillo: Spring 2012). A writing intensive course that focused on the derivation, use and performance(s) of the terms "Latino" and "Masculinity" in 20<sup>th</sup> and 21<sup>st</sup>-century American culture, through the works of authors, film makers, and performers such as Oscar Hijuelos, Tomás Rivera, Pittbull, and *I Love Lucy*. My responsibilities included

holding office hours and mandatory student meetings, grading and lecturing on the history and symbolic importance of the Zoot Suit in American culture.

ENGL. 3830: Popular Music and the Sounding of Identity (with Gayle Wald: Fall 2011). A writing intensive that explored how identities are formed in popular music culture, focusing on 20<sup>th</sup> and 21<sup>st</sup>-century U.S. productions. Topics included: race and ethnicity, popular music and aesthetics, popular music genres, music and sexualities, consumption and production. My responsibilities included grading, holding office hours, and lecturing on texts such as Alexandra Vazquez's "Salon Philosophers: Ivy Queen and Surprise Guests Take Reggaetón Aside," and Wayne Marshall's "The Rise and Fall of Reggaetón: From Daddy Yankee to Tego Calderón and Beyond."

## **ACADEMIC SERVICE**

"Post-ing: A Symposium on What Comes After," Fourth Annual EGSA Symposium, February 7, 2014  
Conference, English Graduate Student Association  
Organizer, 2014

- Designed symposium theme, drawing from current scholarship in the field and within the English Department at GWU in order to organize a comprehensive event for graduate students to present their research.
- Wrote the Call for Proposals and Call for Papers, elucidating on the symposium theme, and distributed them to universities in the Washington DC area.
- Key participant in reviewing proposals and organizing panels with fellow panel committee members.
- Performed logistical and administrative duties for panel presenters and invited plenary speaker, Roderick Ferguson, which enabled the success of the conference.

English Graduate Student Association  
Vice President, Academic Enrichment, 2013-2014

- Developed the theme and organized the fourth annual English graduate student symposium, "Post-ing: A Symposium on What Comes After." This symposium sought to explore the recent development in scholarship which focuses on the "post" (post-raciality, post-humanity, post-feminism) and the potentiality that lies within the literary, historical, artistic and cultural productions that depict this desire for "post-ness."
  - Strategized with members of the graduate student association to outline fundamental goals for the symposium and mapped agenda for upcoming tasks.
  - Coordinated travel arrangements for keynote speaker, Roderick Ferguson, and managed on-site discussions contingent to finalizing schedule of events.
- Organized three academic events in which masters and PhD students could become better informed in the framework of graduate study at GW and the two exams PhD students must take in order to become candidates.

English Graduate Students Association  
Vice President, Professional Development, 2012-2013

- Developed and organized five events that focused on the ways graduate students can professionalize themselves in and after graduate school. Events focused on topics such as writing abstracts and speaking in public, curating an online presence, publishing, and teaching tools.
- Wrote posts based on professional development events for the English Graduate Student Association blog that reviewed and further explored these events, providing students and professors alike an overview and resources for further exploration.

English Department Graduate Student Digital Humanities Working Group  
Co-founder, 2013-Present

- Organized bi-monthly meetings for graduate students working with digital humanities tools and digital humanities projects in which current discussions, articles and lectures surrounding DH were debated.
- Organized monthly “building” meetings for graduate students with digital humanities projects to learn new DH tools such as html, css, php, and java script, and continue building their own projects.
- Organized three to five events annually in which experts in the digital humanities instructed graduate students in useful DH tools and led programming sessions in order to aid their skills and building of their own DH projects.

#### American Literature and Culture Organization

Founder & President, Student Liaison and Blog Curator, 2011-Present

- Developed and organized between three and five events annually in which invited speakers would lecture in a variety of current and provocative topics in American literature and culture; organized book launch parties/readings for faculty members with recent publications; and organized chapter review sessions in which students writing their dissertation could receive feedback for their work.
- Managed social media for the organization, and curated and maintained the organization blog, writing posts and editing guest blog posts, regarding overviews and further development of invited speaker events, Americanist faculty, Americanist students, and current trends and discussions taking place within the field.

#### PROFESSIONAL AFFILIATIONS

*Label Me Latino/a*, Editorial Review Board, 2014

Modern Language Association, 2011-present

American Studies Association, 2013-present

Latin American Studies Association, 2013-present

American Comparative Literature Association, 2013-present

Mid-Atlantic Popular Culture Association, 2013-present

Edward A. Bouchet Honors Society, inducted 2014

#### LANGUAGES

Spanish (read, speak, write)

English (read, speak, write)

#### SKILLS

HTML, CSS, PHP