

ROGER LOUIS MARTÍNEZ

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EDUCATION

- 2008 **Department of History, University of Texas at Austin, Doctor of Philosophy**
Dissertation: **From Sword to Seal: The Ascent of the Carvajal Family in Spain (1391-1516).**
Major Field: **Late Medieval/Early Modern Europe with an emphasis on Spain**
Minor Fields: Medieval Islamic Historiography (7th - 13th century)
 Medieval Global Interconnections
- 1994 **University of California at Berkeley, Master of Public Policy**
Thesis: "Should California Educate Its Undocumented Immigrant Children?: A Cost-Benefit Analysis for the 1990 School-Age Population"
- 1992 **University of Texas at Austin, Bachelor of Arts in Humanities**
Thesis: "The Moorish Princess Motif in Medieval Spanish Literature"

CURRENT ACADEMIC POSITION

- 2008-2010 **David. H. Burton Postdoctoral Fellow, Saint Joseph's University, Philadelphia, PA**
• In my capacity as a fellow, each year I am expected to pursue an active research and writing program, teach two courses each academic semester, conduct a faculty workshop on my research, and deliver a public lecture to the university community. During spring 2009, I furthered my research agenda during a trip to state and cathedral archives in Madrid, Toledo, and Plasencia, Spain. Currently, I am preparing my book manuscript entitled, *Blood, Faith, and Fate: Jews, Conversos, and Old Christians in Early Modern Spain and Colonial Spanish America*.

FELLOWSHIPS AND AWARDS

- 2008-10 • David H. Burton Postdoctoral Fellowship, Saint Joseph's University (PA)
- 2007-08 • 2007-08 University Continuing Fellowship, UT-Austin
(Prestigious award given to only 80 of the university's 11,000 graduate students)
- 2006-07 • 2006-07 Academic Year Departmental Fellowship, UT-Austin
• Medieval Studies Program Research Subvention, UT-Austin
- 2005 • Andrew W. Mellon Foundation Pre-dissertation Fellowship, Council for European Studies, Columbia University (NY)
• Program for Cultural Cooperation Research Grant, Spanish Ministry of Culture
• Mellon Summer Institute in Spanish Paleography, The Huntington Library (CA)
• 2005-06 Academic Year Departmental Fellowship, UT-Austin
• US-Mexico/Borderlands Student Research Award, UT-Austin
• Dora Bonham Fund Research Grant, UT-Austin
- 2004 • "Early Spectacles of Race" Travel Assistance Award, Univ. of California-Irvine
• Dora Bonham Fund Research Grant, UT-Austin

- 2003 •Medieval Studies Program Scholarship, UT-Austin
 •Tracking Cultures Program Scholarship, UT-Austin

- 2002 •Four-Year Recruitment Teaching Assistant Position, UT-Austin
- 1991 •Public Policy and International Affairs Fellow (PPIA),
 Woodrow Wilson National Fellowship Foundation

- 1986 •B.S.A. Eagle Scout Award; B.S.A. Ad Altare Dei Cross

PUBLICATIONS, CONFERENCE PAPERS, AND LECTURES

Book Review of Fernando González de León's The Road to Rocroi: Class, Culture, and Command in the Spanish Army of Flanders, 1567-1659 (2009), *The Sixteenth Century Journal* (forthcoming).

Book Review of J.H. Elliot's Spain, Europe, and the Wider World, 1500-1700 (2009), *The Americas* (forthcoming).

"Jews, Catholics, and Converts: Reassessing the Resilience of Convivencia in Fifteenth Century Plasencia, Spain." *Journal of Spanish, Portuguese, and Italian Crypto-Jews*, Volume 1, Spring 2009: 95-119.

"Abraham's Cathedral: Jewish, Muslim, and Catholic Co-existence in Late Medieval Spain." David H. Burton Postdoctoral Fellowship Lecture, Saint Joseph's University, Philadelphia, Pennsylvania, April 16, 2009.

"Becoming a Part of the Society." *HaLapid, The Journal of the Society for Crypto Judaic Studies (SCJS)*, Volume XV, Issue 4, Fall 2008.

"Promoting Family Piety and Nobility: Creating Cardinal Juan de Carvajal of Plasencia, Spain 1440s-1470s." Unpublished paper presented at the *Sixteenth Century Society Conference*, St. Louis, Missouri, September 23-26, 2008.

Book Review of Vincent Barletta's A Memorandum for the President of the Royal Audiencia and Chancery Court of the City and Kingdom of Granada (2007), *The Sixteenth Century Journal*, Volume XL, No. 2, Summer 2009: 615.

"Before the Collapse of Co-existence: The Collaboration of the Catholic Carvajal Family and the Jewish Ha-Levi Family in the Bishopric of Plasencia, Spain 1400-1440." *HaLapid, The Journal of the Society for Crypto Judaic Studies (SCJS)*, Volume XIV, Issue 1, Winter 2007. Paper presented at the *SCJS 16th Annual Conference*, El Paso, TX, August 6-8, 2006.

Book Review of John Martin's Myths of Renaissance Individualism (2004), *The Sixteenth Century Journal*, Volume XXXVII, No. 1, Spring 2006: 1173-1174.

"A Revenant Sabbath: New Evidence of the Melding of the Jewish Ha-Levi and Catholic Carvajal Families in Late Medieval Spain." Unpublished paper presented at the *Texas Medieval Association 16th Annual Conference*, Baylor University, October 6, 2006.

"Remaking Spain's Jews: Early Modern Spanish *Conversos* and the Carvajal Family." Unpublished paper presented at the *Early Spectacles of Race Conference*, University of California-Irvine, May 15, 2004.

“In God’s Name: Authority and Accommodation in Early Medieval Iberian Islamic Coinage.” Unpublished paper presented at *The Heritage of the High Caliphate: Dinars, Dirhams and Coppers of the Late Umayyad and Early Abbasid Periods, ca. 700-950 CE Conference*, American Numismatic Society, New York, NY, June 25, 2004.

“Tolerance and Transmission: A Critical Study of the Treatment of Religious Minorities in Muhammad’s *Constitution Of Medina*, Caliph Umar’s *Pact of Umar*, and Spanish King Alfonso X’s *Las Siete Partidas*.” Unpublished paper, University of Texas at Austin, 2003.

“Divine Intersections and the Celestial Realm: A Comparative Investigation of the Celestial Cosmologies of Abu Ma’shar, John of Seville, Hermann of Carinthia, Bernardus Silvestris, and the Nahua of Mexico.” Unpublished paper, University of Texas at Austin, 2003.

“Iberian Apparitions and Mystical Convivencia: A Survey Of Medieval Christian and Islamic Mysticism.” Unpublished paper, University of Texas at Austin, 2002.

“The Transformation of Spanish Identity through Americo Castro’s Myth of Convivencia.” Unpublished paper, University of Texas at Austin, 2001.

“Dispelling the Job Competition Myth: An Analysis of Undocumented Immigrants’ Impact on U.S. Workers. *CLPP Policy Profile*. Berkeley: Chicano/Latino Policy Project, University of California, 1994.

CURRENT BOOK PROJECT

In early fall 2010, I plan to deliver my manuscript, *Blood, Faith, and Fate: Jews, Conversos, and Old Christians in Early Modern Spain and Colonial Spanish America* to an academic press. The text unravels long-held historical misconceptions about the identities and interrelations of fifteenth and sixteenth century Castilian families that hailed from Old Christian, Jewish, and converso ancestries. It explores the complex familial, political, patronage, religious, and socio-economic networks that bound these families together. Further, it argues that while expansive anti-Jewish initiatives and culturally destructive blood purity laws had a chilling effect on clan and political collaborations, the transformative impact of interreligious marriage and social alliances created an equally powerful counterweight. By tracing the path of the Carvajal, Santa María, Estuñaiga, and associated families of Plasencia to colonial Spanish America, the full range of Old Christian, converso, and Jewish outcomes can be fully explored. Cumulatively, the life paths of these families reveal a far more nuanced cultural and religious history than is typically acknowledged in Spanish historiography.

RESEARCH FIELDS, EXPERIENCE, AND PALEOGRAPHY EXPERTISE

My research focuses on medieval and early modern Iberia. I am particularly interested in cultural and religious hybridity as expressed through personal and group identities, religious practices and beliefs, family and social structures, governing institutions and laws, and material culture. My current studies center on Jewish, Christian, and *converso* (Jewish converts to Christianity) Spanish families in the Castilian region of the Extremadura and their trans-Atlantic migration to colonial Spanish America. It investigates the unusual patronage and collaborative networks operated by these families, especially the Catholic Carvajal family, a lower noble clan of knights (*caballeros*), and the Santa Maria family, formerly a clan of Jewish rabbis that converted to Catholicism. Collectively, these distinct families demonstrated the robust continuity of Spanish *convivencia*, the three Abrahamic faiths’ cooperative and conflictive relationships, well into the 16th century. At this time, I am advancing my research regarding the trans-Atlantic movement and relationships of these families, especially their crypto-Jewish and *converso* elements.

Given my extensive studies in over twenty-four archives and libraries in Spain, I am well-positioned to advise students on how to develop and implement fruitful investigation strategies. I acquired the majority of my research expertise in less-studied cathedral, diocesan, municipal, and provincial archives in the Spanish cities of Plasencia, Burgos, Leon, Zamora, Talavera de la Reina, Caceres, and Trujillo. Likewise, I command considerable investigative experience in Spain's national, royal, naval, and university archives in Madrid, Sevilla, Valladolid/Simancas, and Salamanca.

In July 2005, I participated in the Mellon Summer Institute in Spanish Paleography at the Huntington Library in San Marino, California. This four-week course, taught by Dr. Carla Rahn Phillips, provided intensive practical training in reading late medieval and Renaissance Spanish manuscripts. Since 2005, I have garnered substantial expertise in the particularities of various scripts and "hands," as well as in the decoding of the formulaic structures used in wills, dowry letters, church records, royal correspondence, and legal pleas.

TEACHING FIELDS, EXPERIENCE, AND PHILOSOPHY

My primary teaching field is medieval and early modern Europe, with a specific emphasis on Iberian political, cultural, and religious history. Although I am trained as a Europeanist, Spain's unique history also prompted me to secure a thorough knowledge of medieval Islamic historiography from the time of Muhammad until the fall of the Iberian Nasrid Kingdom of Granada in 1492. To enhance my expertise from a global perspective, I am prepared to teach elements of Chinese, Indian, and African medieval histories. My teaching experience, and my prior eight years of employment in the public sector, spurred me to embrace a teaching philosophy that emphasizes the development of each student's intellectual curiosity, professional values, and communication skills. To capture the attention of students, I often place historical studies into dialogue with their personal life experiences and values. I find that challenging students to be reflective enables them to form more intensive and innovative lines of inquiry. Additionally, I explicitly state to students the necessity of developing strong writing, analytical, and speaking skills. Further, I express the importance of committing themselves to high standards of workmanship and personal ethics. Specifically, I emphasize to students that mastering these capabilities and adhering to these values are critical to their future advancement in their professional careers.

A Selection of My Current Courses

From Baghdad to Burgos: Christians, Muslims, and Jews in the Medieval and Early Modern Mediterranean World (offered fall 2008). In this advanced, upper-division course on medieval intercultural relations, students explore and discuss the intensive interaction of Jewish, Christian, and Islamic communities in Europe, North Africa, Turkey, and the Holy Land. The course evaluates religious and cultural beliefs, economics and trade, political events and warfare, language and the arts, and intellectual and scientific issues. Students witness an Islamic caliph's gift of an elephant to a Christian king, follow the flow of silk and sugar across the Mediterranean Sea, and watch a Jewish general lead an Islamic army into battle. Course participants also observe the tragic outcome of the "curious" medicine of the Franks, experience the three faiths' rediscovery of Greek philosophy and science, and bear witness to the tragedies of religious intolerance. In sum, the course highlights the numerous interconnectivities of the medieval and early modern Mediterranean world.

Beyond the Pillars of Hercules: The Transatlantic Empires of Spain and Portugal (1492 - 1713) (offered spring 2009). 1516, Spanish Emperor Charles V proudly proclaimed the motto, "Plus Ultra", to signal to the world that Spain intended to surpass the Roman Empire by going beyond the Pillars of Hercules (the Straits of Gibraltar). Unlike the Romans, who considered the strait to be the extent of the known world, Spain ventured across the Atlantic Ocean. In the process, they encountered the

Americas and established a global empire. This upper division course investigates the Spanish and Portuguese kingdoms' earliest encounters with the New World, the formation of colonial settlements and governments, and the bi-directional flow of people and goods. Additionally, the class focuses intensely on the cultural and religious challenges that resulted from the secret migration of Jews to the Americas, as well as the intermixing of European and Native American populations.

Transformations in Early Modern Europe, 1400-1800 (offered fall 2009). Over the course of five centuries, Europe experienced massive cultural, economic, intellectual, and scientific transformations. Alongside the birth of the Renaissance, religious and political wars raged across the continent and in people's hearts. European dynastic empires stretched across the globe, thereby bringing Europeans into intensive engagement with other cultures. Within this cauldron of connectivity, economic activity and trade flourished, political values diversified, and art explored new forms. In this course, students explore the social and economic transformations generated from new manners of accumulating wealth and status. Likewise, the course participants study the revolution of personal identity and Europeans' formulation of a vision of themselves as "individuals". Students re-enact, using the *Reacting to the Past* pedagogy, crucial scientific and theological events such as the 17th century papal trial of Galileo Galilee that pitted new cosmologies against religious dogmatism. Lastly, course participants consider how Europeans and "others" perceived and interacted with one another.

Medieval Islamic Civilization: Material Culture, Scientists, and Philosophy (600-1300) (scheduled for spring 2010). In this upper-division course, students investigate the essential intellectual and material culture achievements produced by the Umayyad, Abbasid, and Fatimid Caliphates. The course argues that when the Prophet Muhammad (c. 570-632) brought Islam to the Arabian Peninsula, he initiated an impressive transformation of human civilization that outpaced and outcompeted European communities in almost every tangible measure. Scientific methods and exploration proliferated, religious and political philosophies cut new paths, and the arts benefited from generous patronage.

Introduction to Western Civilization I (offered fall 2008, fall 2009). A lower-division survey tracing the broad lines of Western political, cultural, and economic development from the ancient Near East to 1500, set in a global context.

Introduction to Western Civilization II (offered spring 2009, scheduled for spring 2010). A lower-division survey tracing the broad lines of Western political, cultural, and economic development from 1500 to the present, set in a global context.

Prior Teaching Assistant Experience

Teaching Assistant (TA) for the Tracking Cultures Program Seminar (University of Texas-Austin, spring 2005). The Tracking Cultures Program is an innovative cultural studies initiative that engages students in an interdisciplinary study of Texas and the American Southwest, tracing aspects of southwestern culture historically into Mexico, Spain, and North Africa. The program includes academic work conducted both on the University of Texas campus in Austin and abroad (Spain and Mexico). In 2003, I participated in the program as a student, and in 2005, I served as a teaching assistant. As the TA for this intensive seminar course, I delivered a guest lecture on early modern identities, helped guide class discussions, and maintained the course's interactive website.

TA for "Islamic Spain and North Africa to 1492" (University of Texas-Austin, spring 2005)

TA for "Judaism, Christianity, and Islam: An Introduction" (University of Texas-Austin, fall 2004)

TA for "History of the Arab World" (University of Texas-Austin, spring 2004)

LANGUAGES AND INTERNATIONAL EXPERIENCE

- Spanish** • Advanced translation, advanced reading, and good speaking skills.
(Translation skills certified by UT-Austin, Department of History, October 2002)
- Portuguese** • Advanced translation and reading skills.
(Translation skills certified by UT-Austin, Department of History, October 2004)
- International Experience** • Resided in Caracas, Venezuela, and La Paz, Bolivia, for five years.
• Extensive personal and academic travel in Spain and Latin America.

ACADEMIC SERVICE AND ASSOCIATIONS

- *Journal of Spanish, Portuguese, and Italian Crypto-Jews*; Book Review Editor (current)
- *HaLapid*, The Journal of the Society for Crypto-Judaic Studies, Associate Editor (current)
- Society for Crypto-Judaic Studies, Board Member (2007-09), V.P. for Conferences (2008-09)
- Sixteenth Century Society, Member
- Middle Eastern Studies Association, Member
- American Historical Association, Member
- Association for Spanish and Portuguese Historical Studies, Member

UNIVERSITY SERVICE AND PEDAGOGICAL TRAINING

- 2008-2009 • **Saint Joseph's University**
-Attendee, *Reacting to the Past* Ninth Annual Summer Institute, summer 2009 (Barnard College)
-Contributor, *SJUBlogs*. "Students' Perception of Podcasting: A better tool for undergrads who use it to review lectures and replay test preparation sessions." *SJU Blogs*, College of Arts and Sciences, Saint Joseph's University, March 17, 2009; "The Opportunities and Opportunity Costs of Podcasting at SJU." *SJU Blogs*, College of Arts and Sciences, Saint Joseph's University, February 17, 2009.
-Book Discussion Leader, *SJU Reads* program and its focus on Spencer Overton's *Stealing Democracy: The New Politics of Voter Suppression*
-Panel Member, *iSJU* program session with freshmen students focusing on the Jesuit education mission.
- 2004 • **Member** of the History Department's faculty search committee for an open-rank early modern Iberian scholar.
- **Teaching Assistant Panel Member**, "A New View: Hindsight is 20/20," New Graduate Student Instructor Program Seminar, Division of Instructional Innovation and Assessment, UT-Austin, August 20, 2004.
- **Member** of an Ad Hoc History Department Committee to improve faculty and teaching assistant coordination. The committee established guidelines to standardize TA duties and responsibilities, as well as developed methods to improve faculty-teaching assistant coordination.
- 2004 • **Panel Member**, New Teaching Assistant Seminar, Department of History, UT Austin, August 24, 2004.

2003 • **Graduate Student Assembly Representative**, UT-Austin Faculty Council's Committee on Financial Aid to Students.

RELEVANT PRIOR EMPLOYMENT (1992-2002)

Prior to 2002, I worked for eight years in the public sector as a strategic planning and management consultant to local governments, Fortune 500 companies, non-profits, and universities. Working for a diverse group of entities such as the Institute for the Future (Menlo Park, CA), MGT of America (Austin, TX), Public Strategies Inc. (Austin, TX), The RAND Corporation (Santa Monica, CA), and the Texas Senate, I specialized in designing and facilitating strategic planning processes and public policy analysis. Select former clients include:

- The Kaiser Family Foundation
- Lockheed Martin
- Chase Manhattan
- The City of Austin, TX
- Edwards Aquifer Authority
- University of Texas System
- Alamo Community College District
- San Antonio Independent School District
- East Palo Alto Community Law Project at Stanford University