Allison Margaret Bigelow

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Academic Appointments

Assistant Professor, colonial Latin American literature, Department of Spanish, Italian, and Portuguese, University of Virginia, August 2014 - present

NEH Postdoctoral Fellow, Omohundro Institute of Early American History and Culture, College of William & Mary, August 2012 – August 2014

Education

Ph.D., English
University of North Carolina-Chapel Hill, August 2012
Dissertation Project: "Mining Empire, Planting Empire: The Colonial Scientific Literatures of the Americas." Director: Tim Marr. Readers: Ralph Bauer, Jessica Wolfe, Rosa Perelmuter, Philip Gura.
Reviewed by Cameron B. Strang; commissioned by Leon Rocha (Science Studies/Latin America). Review available at: http://dissertationreviews.org/archives/5653.

M.A., English
University of North Carolina-Chapel Hill, May 2007

B.A., Spanish Language and Literature
University of Maryland-College Park, May 2003, summa cum laude and University Medal

B.A., English Language and Literature
University of Maryland-College Park, May 2003, summa cum laude

Fellowships, Grants, and Awards

American Council of Learned Societies Fellow, 2017-2018
Barbara Thom Fellowship, Huntington Library, Pasadena, CA, 2017-2018
Faculty Global Undergraduate Research, Center for Global Inquiry & Innovation, UVa, Fall 2016
Arts, Humanities, and Social Sciences Research Award, University of Virginia, Summer 2016
Huntington Library Fellowship (NEH/OIEAHC), Pasadena, CA, Summer 2016
Faculty Summer Stipend for Research in the Humanities, University of Virginia, Summer 2015
Pablo J. Davis Award for Undergraduate Teaching/Mentoring of Latin@ Students, UVa, Spring 2015
Richard E. Greenleaf Fellow, Latin American and Iberian Institute, UNM, Albuquerque, Jan. 2013
Dibner Fellow in the History of Science, Huntington Library, Pasadena, CA, Summer 2012

Mellon Summer Dissertation Fellowship, Institute for the Study of the Americas, UNC, May 2012
Dissertation Fellowship, Program in Medieval and Early Modern Studies, UNC, Fall 2011
Research Award, Program in Medieval and Early Modern Studies, UNC, Summer 2011
Future Faculty Fellowship, Center for Faculty Excellence, UNC, May 2011
John Carter Brown Library Fellow, Providence, RI, February – May 2010; March – May 2018
FLAS (Foreign Language and Area Study), Yucatec Maya, US Dept. of State, Summer 2009 & 2011
Hornstein Fellow, Phi Kappa Phi Graduate Fellowship, September 2005 – May 2006

Monographs

Cultural Touchstones: Mining, Refining, and the Languages of Empire in the Early Americas (committed to the University of North Carolina Press/Omohundro Institute of Early American History and Culture)

Peer-Reviewed Articles and Book Chapters

"Imperial Translations: New World Missionary Linguistics, Indigenous Interpreters, and Universal Languages in the Early Modern Era." *American Literature and the New Puritan Studies*, ed. Bryce Traister (New York: Cambridge University Press, 2017), 93-110.

"Colonial Industry and the Gendered Language of Empire: Silkworks in the Virginia Colony, 1607-1655." *European Empires in the American South*, ed. Joseph P. Ward; aft. Kathleen DuVal (Oxford, M.S.: University of Mississippi Press, 2017), 8-36.

"La dote natural: género y el lenguaje de la vida cotidiana en la minería andina." *Anuario de estudios bolivianos* 22, vol. II (2016): 145-168.

"Women, Men, and the Legal Languages of Mining in the Colonial Andes." *Ethnohistory* 63.2 (2016): 351-380. doi 10.1215/00141801-3455347.

"Incorporating Indigenous Knowledge into Extractive Economies: The Science of Colonial Silver." *Journal of Extractive Industries and Society* 3.1 (2016): 117-123. doi:10.1016/j.exis.2015.11.001.

"Conchos, colores y castas de metales: El lenguaje de la ciencia colonial en la región andina." *Umbrales* (Universidad Mayor de San Andrés, La Paz, Bolivia) 29 (2016): 15-47.

"Gendered Language and the Science of Colonial Silk." *Early American Literature* 49.2 (Summer 2014): 271-325. doi: 10.1353/eal.2014.0024

"Imperial Projecting in Virginia and Venezuela: Copper, Colonialism, and the Printing of Possibility." *Early American Studies* 16.1, Forum: The Global Turn and Early American Studies, ed. Mary Eyring, Chris Hodson, and Matthew Mason (Forthcoming, Winter 2018): 91-123.

"'Baço', 'Brown' y 'un milieu': La traducción de los colores y las categorías de las castas de metales," *De quelle couleur est le sang? Sémantiques et représentations sociales de la race: Une perspective globale du Moyen Âge tardif au XXIe siècle*, ed. António de Almeida Mendes and Alejandro E. Gómez. Madrid: Casa de Velázquez. Due 10 September 2017; submitted 7 June 2017.

6,000 words.

"Transatlantic Quechuañol: Reading Race Through Colonial Translations." *PMLA*, 9,000 words. Accepted for publication on 19 June 2017.

"*Traduttore, traditore* o *traduttore, soccorritore*: La traducción y la recuperación del saber andino en la época colonial." *ISTOR*. Special Issue: "El estudio de la minería latinoamericana: Escalas de abordaje, diversas fuentes y reflexiones teórico-metodológicas," ed. David Navarette and Lorena Rodríguez (forthcoming, Summer 2018). 7,100 words. Revisions due 22 Dec. 2017; submitted 4 Dec. 2017.

Articles and Book Chapters

"Feminism in the New Millennium: Reflections from a Colonial Classroom." Roundtable on Early Modern Feminist Studies with Merry-Weisner Hanks, Allyson M. Poska, Sheila ffolliott, Bronagh Ann McShane, and Karen Nelson, ed. Whitney Leeson, *Sixteenth Century Journal* (winter 2018).

"Mining the Languages of Empire in the Early Americas." *The Appendix* 2.1 (2014): 14-21. http://theappendix.net/issues/2014/1/mining-the-languages-of-empire-in-the-early-americas.

"Lost in Translation: Knowledge Transfers and Cultural Divergences in Early Modern Spanish and English Silver Treatises." *Moneta*, ed. Georges Depeyerot, Catherine Brégianni, and Marina Kovalchuk (Wetteren, Belgium: Agence Nationale de la Recherche-Dépréciation de l'Argent Monétaire et Relations Intérnationales, 2013): 237-260.

"La técnica de la colaboración: redes científicas e intercambios culturales de la minería y metalurgía colonial altoperuana." *Anuario de estudios bolivianos* 18 (2012): 53-77.

Edited Volumes

With Thomas Klubock, "The Future of Latin American Studies: Humanities Dossier." *Latin American Research Review*. Three essays; expected publication in spring 2018.

With Thomas Klubock, "The Future of Latin American Studies: One Year Later." *Latin American Research Review*. Five essays; expected publication in summer 2019.

Digital Work

"Multepal: Thematic Resource Collection of the *Popol Wuj*." http://live-multepal.pantheonsite.io/. This digital critical edition of the *Popol Wuj*, created in collaboration with Professor Rafael Alvarado and undergraduate and graduate students at UVa, allows readers to map characters, link to thematic entries that explain historical, cultural, and linguistic elements of the text, and compare passages in K'iche' and Spanish. Over time, we plan to develop the collection with an English-language layer and variant translations in English, Spanish, and K'iche'.

Podcast: "The Science of Colonial Silver: Rethinking the History of Mining and Metallurgy in the Early Americas." *History Hub: Kingdom, Empire, and Plus Ultra* (University College Dublin), 8 August 2016. Podcast available on iTunes; images are available at http://historyhub.ie/allison-bigelow-science-of-colonial-silver.

"Silkworms Blog." https://silkwormsblog.wordpress.com. Images curated from the Huntington Library Rare Book Collection for the Scholarly Sustenance Lecture Series, 13 June 2016. The site received 37 views during the talk and 204 views the next day, suggesting a new way to increase donor engagement within the Society of Fellows.

Guest editor, Early Americas Digital Archive. http://eada.lib.umd.edu/eada_entry/guest-editors. Twelve digital critical editions of colonial-era texts translated, transcribed, and annotated by undergraduate and graduate students at UVa and William & Mary.

Wikipedia editor, "Literatura indígena" (SPAN 4500, Spring 2016). Students could choose to write seminar papers (individually) or Wikipedia pages (in groups) about indigenous literatures and cultures. Projects include: deities from Mesoamerica (https://es.wikipedia.org/wiki/Itztlacoliuhqui) and the Andes (https://es.wikipedia.org/wiki/Viracocha); musical traditions of the Suyá people of Brasil (https://es.wikipedia.org/wiki/La_ceremonia_del_ratón); spiritual practices of the Achuar people of Ecuador (https://es.wikipedia.org/wiki/Encuentro_arutam); Nahua writer Hernando de Alvarado Tezozómoc (https://es.wikipedia.org/wiki/Hernando_de_Alvarado_Tezozómoc); León Portilla's *Visión de los vencidos* (https://es.wikipedia.org/wiki/Visión_de_los_vencidos); modern retellings of Guaman Poma (https://es.wikipedia.org/wiki/Nueva_crónica_del_Perú,_siglo_XX).

Book Reviews

Arbesú, David, trans. and ed. *Pedro Menéndez de Avilés and the Conquest of Florida, A New Manuscript*. 431 pp., xiv. By Gonzalo Solís de Merás. Gainsville: University Press of Florida, 2017. *Journal of Southern History*. 700 words; submitted 1 July 2017.

Bentancor, Orlando. *The Matter of Empire: Metaphysics and Mining in Colonial Peru*. 404 pp. Pittsburgh, PA: University of Pittsburgh Press, 2017. *Hispanic American Historical Review* 98.1 (February 2018).

Myers, Kathleen Ann. *In the Shadow of Cortés: Conversations along the Route of Conquest*. 392 pp. Tuscon: University of Arizona, 2015. *Hispanófila* 176 (enero 2016): 218-220.

Berquist Soule, Emily. *The Bishop's Utopia: Envisioning Improvement in Colonial Peru*. 336 pp., illus., index. Philadelphia: University of Pennsylvania Press, 2014. *Isis: Journal of the History of Science Society*, 106.4 (December 2015): 929-930.

Conferences Organized

"Latin American Studies: Past, Present, and Future." 13-14 October, 2016. University of Virginia. Organized by Tom Klubock (History), Hector Amaya (Media Studies), and Allison Bigelow (Spanish, Italian, and Portuguese). Sponsored by the UVa Page-Barbour Fund for Interdisciplinary

Initiatives, Center for Global Inquiry and Innovation, and Arts, Humanities, and Social Sciences Research Fund.

"Translation and Transmission in the Early Americas." 4th Early Ibero/Anglo-Americanist Summit, Washington, DC and College Park, MD, 2-5 June, 2016. Organized by Ralph Bauer and Allison Bigelow. Program committee: Ralph Bauer, Allison Bigelow, Alejandra Dubcovsky, Patrick Erben, Carlos Jáuregui, and Luis Fernando Restrepo. Sponsored by the Kislak Family Foundation, Omohundro Institute of Early American History and Culture, Society of Early Americanists, Buckner W. Clay Endowment at the University of Virginia Institute of Humanities & Global Cultures, Mexican Cultural Institute, National Museum of the American Indian, and University of Maryland.

Reviewed by Andrea Pauw, "Translation and Transmission in the Early Americas: Fourth Early Americanist 'Summit,'" *Early American Literature* 52.1 (2017): 257-261.

Lectures Organized

Tz'utu B'aktun Kan (Tz'utujil) (Canal Cultural, Atitlán, Guatemala), "Maya Cosmovision and the Poetics of Hip Hop: Lecture and Performance." University of Virginia, 7 October 2015. Sponsored by the Departments of Spanish, Italian, and Portuguese, Media Studies, Music, and Anthropology, and the Programs in Latin American Studies and American Studies.

Ryan Kashanipour (Omohundro Institute of Early American History and Culture), "Between Magic and Medicine: Colonial Yucatec Healing and the Spanish Atlantic World." University of Virginia, 24 April, 2015. Sponsored by the Program in Latin American Studies, Department of Spanish, Italian, and Portuguese, and Department of Anthropology. Co-organized with Eve Danziger (Anthropology).

Eve Danziger (University of Virginia), "What's 'That'? Pointing Gestures and Culture-Specific Spatial Conceptualization in Mopan Maya." College of William & Mary, 21 March, 2013. Sponsored by the Program in Linguistics and the Omohundro Institute of Early American History and Culture. Co-organized with Jack Martin (Linguistics).

Ralph Bauer (University of Maryland), "A New World of Secrets: Apocalpytic Materialism and the Discovery of the New World." University of North Carolina-Chapel Hill, 26 April, 2012. Sponsored by the Program in Medieval and Early Modern Studies.

Invited Talks

"Seasons of Gold: Rethinking Indigenous Knowledge Production in the *Siglo de Oro*." Indigenous Knowledge and the Making of Colonial Latin America. Getty Museum/USC-Huntington Early Modern Studies Institute, Getty Center, Los Angeles, 8-10 December 2017.

Participant. Fire and Water: Entangled Histories of Science and Empire in the Early Americas. John Carter Brown Library, Providence, RI, 21-24 September 2017.

"De 'chaupi mitta' a 'metal mulato': La recuperación del saber indígena y la formación del discurso racial en la ciencia de la minería, s. XVII." Dazantes de la Luz: Prácticas y representaciones del mundo minero andino colonial (Round table with Paula C. Zagalsky and Allison Bigelow). Museo Etnográfico Juan B. Ambrosetti, Universidad de Buenos Aires, 3 April 2017.

"Cultural Touchstones: Mining, Refining, and the Languages of Empire in the Early Americas." Futures of the Past, George Washington University Medieval and Early Modern Studies Institute, 17 February 2017.

"From Silver to Silk: Imperial Desires and Colonial Science." Huntington Library Society of Fellows, Scholarly Sustenance Lecture Series, San Marino, CA, 13 June 2016.

"The Language of Empire: Race, Color, Classification." *Eighteenth-Century Studies* Workshop on Empire, Whitney Humanities Center, Yale University, New Haven, CT, 29 April 2016.

"Global Currents, Local Currencies: Copper Diplomacies in the Early Americas." The Global Turn in Early American Studies. Symposium of the Rocky Mountain Seminar on Early American History. Papers by Sara Johnson, Phil Stern, Emily Conroy-Krutz, and Allison Bigelow. Brigham Young University, Provo, UT, 23-24 January 2016.

"From *chaupi mitta* to *metales mulatos*: Color, Caste, and Colonial Science Under and Above Ground." Tibor Wlassics Faculty Talk Series XCV. Charlottesville, VA, 5 November 2015.

"Conchos y *Qunchu*: The Hybridized Discourse of Colonial Amalgamation." Subterranean Worlds: Under the Earth in the Early Americas. Roundtable with Orlando Betancor, Allison Bigelow, Heidi Scott, John Demos, and Mary van Buren; moderated by Kenneth Mills. John Carter Brown Library, Providence, RI, 3 April 2015.

"Cultural Touchstones: Mining, Refining, and the Languages of Empire in the Early Americas." Latin American Studies Program Faculty Talk, Charlottesville, VA, 27 February 2015.

"Contrariety and Colonial Science." Eighteenth Century Studies Working Group, University of Virginia, Charlottesville, VA, 18 February 2015.

"Contrariety and Colonial Science: The Science of Silver in Spanish America." UNC-Duke Consortium in Latin American and Caribbean Studies, 25th Anniversary Alumni Panel: Focus on the Humanities. Durham and Chapel Hill, NC, 13-15 February 2015.

"In Dialogue with Print: Gender, Genre, and the Many Literacies of Early Modern Ironwork" (keynote address). Mid-Atlantic Renaissance and Reformation Society, Mariner's Museum, Newport News, VA, 14 February 2014.

"The Science of Colonial Silver: Women, Men, and the Translation and Transmission of Natural Knowledge." Omohundro Institute of Early American History and Culture, Williamsburg, VA, 11 February 2014.

"Colonial Industry and the Language of Empire: Silkworks in the Virginia Colony, 1607-1655." European Empires in the American South, University of Mississippi, Oxford, 22 February 2013.

"Technical Literacies and Unlettered Work: Women Miners of the Seventeenth-Century Andes." Latin American and Iberian Institute and University Libraries, University of New Mexico, Albuquerque, 7 February 2013. http://laii.unm.edu/podcasts/2013-02-07_allison-bigelow.php

"Technical Literacies and Unlettered Work: Andean Women Miners of the Seventeenth Century." Medieval and Early Modern Colloquium, University of Maryland, College Park, 5 December 2012.

"Colonial Science and the Languages of Empire: Planting and Refining in the Early Americas." Transitions to Modernity Colloquium, Yale University, New Haven, CT, 15 October 2012.

"Subjectivity and Second Languages: How I Learned to Stop Worrying About Grading Objectively." Languages Across the Curriculum Best Practices Workshop, University of North Carolina, Chapel Hill, 3 April 2012.

"Marketing Languages Across the Curriculum: How We Talk About Talking and Teaching in Languages Other than English on the Academic Job Market." Languages Across the Curriculum Roundtable Discussion, 18th Annual Carolina Conference on Romance Languages, University of North Carolina, Chapel Hill, 22-24 March 2012.

"'hallandome como me hallo yndefensa': The Translation of Gender into the Colonial Sciences of the Americas." Lilian R. Furst Forum in Comparative Literature, University of North Carolina, Chapel Hill, 7 April 2011.

"Sowing Sympathy and Amalgamating Amity: The Language of Friendship in Early Modern Agricultural and Metallurgical Writings." John Carter Brown Library Fellows Talk, Providence, RI, 17 March 2010.

Papers Presented

"Media in Absentia: Re-Creating the Colonial Archive," with Rebecca Graham. Old Media, New Media: Technologies of Empire. MLA Convention, New York, 4-7 January 2017.

"Sensible Translations: Organizing Natural Knowledge Through Language in the Early Modern Iberian World." Eyewitnessing and Early American Literature. Roundtable with Jeffrey Glover, Alex Mazzaferro, Emily Ogden, Sara Rivett, and Kelly Wisecup. MLA Convention, New York, 4-7 January 2017.

"Archiving the Past: A Roundtable on Race, Ethnicity, and Archival Methods in Colonial Latin America." Roundtable with Guadalupe García, Ximena Gómez, Jane Landers and, Miguel Valerio. LI LASA Congress, Lima, Peru, May 2017.

"*Traduttore, traditore* o *traduttore, soccorritore*: La traducción y la recuperación del saber andino en la época colonial." El estudio de la minería: escalas de abordaje, diversas fuentes y reflexiones teórico metodológicas. XIII Reunión de Historiadores de la Minería Latinoamericana, Universidad de Buenos Aires, 4-7 April 2017.

"'Baço', 'Brown' y 'un milieu': La traducción de los colores y las categorías de las castas de metales." Colors of Blood, Semantics of Race: Racial Categories and Social Representations – A Global Perspective (From the late Middle Ages to the 21st Century), Casa de Velázquez, Madrid, 15-16 December 2016.

"Translatio Metallum: The Translation of Empire and Natural Knowledge from Almadén to Potosí (and back)." Interpreting America: A Roundtable on Language, Knowledge, and Practice in Colonial Science. With Hugh Cagle, Pablo Gómez, Iris Sobrevilla Montero, and Chi-ming Yang. Translation and Transmission in the Early Americas: Fourth Early Ibero/Anglo-Americanist Summit, College Park, MD and Washington, DC, 2-5 June 2016.

"Of Sediment and Shells: Translation and Mistranslation in Colonial Science." Linguistics and Translation in Early America, MLA Convention, Austin, TX, 7-10 January 2016.

"Diaspora and the Dialogue: Making Knowledge Known in Nicolás Monardes's *Dialogo del Hierro y de sus grandezas*." The Circulation of Natural Knowledge in Mexico: Colonial and Contemporary Perspectives. Communities, Circulations, Intersections: 4th Conference on Ethnicity, Race, and Indigenous Peoples (ERIP/LASA). Virginia Commonwealth University, 15-17 October 2015.

"'y mientras mas fuere menos conchos se causarán': el discurso híbrido castellano-quechua de Álvaro Alonso Barba." De los socavones a los altos: nuevas direcciones en el estudio de la minería colonial en la región andina, VIII Congreso de la Asociación de Estudios Bolivianos, Sucre, Chuquisaca, Bolivia, 21-25 July 2015.

"Sight, Sound, and Smell: The Sensory Logics of Color Classification in Colonial Amalgamations." Racial and Scientific Classifications in the Early Americas, SEA-OIEAHC Conference, Chicago, 18-21 June 2015.

"The Translation of Earthly and Otherworldly Empires: Universal Grammars and Linguistic Particulars in the Early Americas." Understanding Difference, Sixteenth Century Society Conference, New Orleans, LA, 17-19 October 2014.

"Dialogue and Discovery: Printed Words, Cultural Literacies, and the Mechanics of Invention in Early Modern Iron Metallurgy." What to Do With Something New: Novelty, New Knowledge, and the Many Genres of Natural Science in the Colonial Americas, ASECS 45th Annual Meeting, Williamsburg, VA, 20-23 March 2014.

"Waiting for Jerome: The Possibilities of Translation in Colonial American Studies." The Hemispheric South and the (Un)Common Ground of Comparability (seminar led by Anna Brickhouse and Kirsten Silva Gruesz), C19, University of North Carolina, 13-15 March 2014.

"Lost in Translation: Knowledge Transfers and Cultural Divergences in Early Modern Spanish and English Silver Treatises." Transfers of Precious Metals and Their Consequences, Dépréciation de l'Argent Monétaire et Relations Intérnationales, Casa de Velázquez y Museo del Traje, Madrid, 16-17 May 2013. http://www.anrdamin.net/IMG/f4v/anrdaminmadrid_a_m_bigelow_20130516_1-2.f4v

"'los secretos naturales que he descubierto estando guisando': Cooking with Aristotle in Colonial Mexico." The Aesthetics of Colonial Chemistry, SEA 8th Biennial Conference, Savannah, GA, 28 February – 2 March 2013.

"¿Y eso cómo? Lessons and Reflections on Putting Language to Work in Undergraduate Business Education, Year One." Building Bridges from Business Languages to Business Communities, CIBER Business Language Conference, University of North Carolina, Chapel Hill, 22 March 2012.

"Population Management in Colonial Cuba: The Case of the Seventeenth-Century Cobreros." Problems of Population, SEA 7th Biennial Conference, Philadelphia, 3-5 March 2011.

"Friendly Mixtures: The Language of Friendship in Early Modern English and Spanish Nature Writings." The Nature of Mixture, Early American Borderlands: Third Early Ibero/Anglo Americanist Summit, Flagler College, St. Augustine, FL, 12-15 May 2010.

"'Lustie corne' and 'mucha dote': Gendered Readings of Nature in New England and New Spain." The Hemispheric Archive, Women in the Archives: Women Writers Project, Brown University, Providence, RI, 24 April 2010.

"Enacting Order and Suppressing Violence: List Making as Discursive Practice in Bartram's *Travels* and Grainger's *Sugar Cane*." The Collector in the Americas II: Theory, SEA 6th Biennial Conference, Hamilton, Bermuda, 4-7 March 2009.

"Making Sense of Ventriloquism: Colonial Bodies, Voices, and Beliefs in *The Female American* and *Memoirs of Carwin the Biloquist*." Geopolitics of the Imperial Imaginary, VI Biennial Charles Brockden Brown Society Conference, Technische Universität, Dresden, 9-11 October 2008.

Panels Chaired

"The Future of Latin American Studies: Dialogs in the Humanities." (Papers by Arturo Arias, Carmen Lamas, Jafte Robles Lomeli and Joanne Rappaport, and Karin Rosemblatt.) Featured panel organized by the *Latin American Research Review*. Latin American Studies Association, Lima, 29 April – 1 May 2017.

"Literaturas indígenas contemporáneas del Abya Yala." (Papers by Emilio del Valle Escalante, Andrew Stewart, Miguel Rochas Vivas, and Ana Ugarte.) UNC-Duke Consortium in Latin American and Caribbean Studies. Durham and Chapel Hill, 13-15 February 2015.

"The Ground Below and Above: A Roundtable Discussion on New Directions in the Study of Colonial Mining." (Papers by Kendall Brown, Hal Langfur, Heidi Scott, and Dana Velasco Murillo; comment by Kris Lane.) AHA, New York, 2-5 January 2015.

"Empowering Women in the Americas and Spain: Granddaughters, Wives, and Veiled Women." (Papers by Stephen Webre and Jorge Terukina; comment by Allison Bigelow.) Sixteenth Century Society Conference, New Orleans, LA, 17-19 October 2014.

"The Translation of Imperial Science: London, Literacy, and the Languages of Colonization in the Early Modern Atlantic World." (Papers by Ralph Bauer and Karin Amundsen; comment by David Harris Sacks.) SEA Special Topics Conference: London and the Americas, 1492-1812, London, 17-19 July 2014.

"Imperial Taxonomies in the British and Spanish Atlantic Worlds." (Papers by Ralph Bauer, Katherine Johnston, and Bill Leon Smith; comment by John Patrick Montaño.) Omohundro Institute of Early American History and Culture 19th Annual Conference, Johns Hopkins University, Baltimore, MD, 13-15 June 2013.

"The Nature of Mixture." (Papers by Kelly Bezio, Allison Bigelow, and Jason Pearl.) Third Early Ibero/Anglo-Americanist Summit and SEA Special Topics Conference: Early American Borderlands, Flagler College, St. Augustine, FL, 12-15 May 2010.

Teaching and Professional Experience

University of Virginia, Department of Spanish, Italian, and Portuguese

Latin American Digital Humanities (SPAN 7559 and 4993, Spring 2017). Co-taught with Rafael Alvarado (Data Sciences Institute).
This seminar invited graduate and undergraduate students to collaborate in the on-going making of a thematic research collection of the *Popol Vuh*, the Maya K'iche' story of creation. The story has been printed in more than 1,200 known editions, some 25 languages, and genres as diverse as poetry, scholarly prose, and illustrated books for children. No paper format can convey this variety. By encoding the manuscript that is housed at the Newberry Library and digitally hosted by the Ohio State University Library with tools that show the text's graphic and narrative complexity, such as images, notes, and variant translations, we allow readers to engage with questions of historical, spiritual, and cultural translation. Primary readings (taught on Tuesday, "seminar day," with me) included translations and editions of the *Popol Vuh* (Recinos, Abreu Gómez, Tedlock, Christenson). Secondary sources addressed key topics in Classic and Post-Classic Maya Studies (archaeology, art history, linguistics), as well as critical paradigms in DH scholarship (evaluation, methodology, pedagogy, and the place of Latin American Studies in DH). On Thursday ("studio day," with Rafael Alvarado) we worked independently on Slack, JEdit, and Drupal to encode the manuscript and prepare it for digital publication. We offered the course in Spring 2017 so that students could present at DH 2018 in Mexico City, the first time that the conference will be held in Latin America. The class was designed to fill a gap in the graduate program in Spanish; it is the first collaboration between Latin American studies and DH@UVa. A course development grant from the Centro de las Américas supports web hosting.

Colonial Iberian Scientific Literatures (SPAN 7800, Spring 2015).
This seminar explored classical natural philosophies and indigenous cosmologies to understand how they shaped scientific writing in and about colonial Latin America. We began by studying principles of generation, change, and motion in Empédocles, Platón, Aristotles, Plinio, Avicena, Sa'd ibn Ahmad Ibn Luyūn al-Tujībī, and Albertus Magnus. Then, we read theories of classification and the relation between the supra- and sublunar realms in the Cruz-Badiano codex and *Chilam Balam de Chumayel*. We concluded with writers who synthesized these ways of knowing into hybrid scientific literatures: Gómez de Cervantes, Monardes, Cárdenas, Acosta, and Barba. There were not any pre-dissertation students in colonial studies when I arrived, so the assignment sequence focused on skills that students could apply to their fields. In the first half of the term, we developed questions and reading lists for qualifying exams, culminating in a "mock comp" midterm that modeled the format of the department exam. In the second half of the term, we identified relevant archives, language programs, and funding sources for research topics. Based on shared interests, we met in small groups outside of class to workshop grant applications, including statements, CVs, and budgets. Students confirmed that the seminar helped them pursue a variety of projects: Arabic-language training at UVa's Summer Language Institute (2015), Arabic Codicology at El Escorial (2016), paleography at the Universidad Complutense de Madrid and a research trip to the Biblioteca Nacional de España, sponsored by an Arts, Humanities, and Social Science Research Award (2016), rare books study at UVa (2016), coursework at the Duke-Bologna-UVa Global Studies and Critical Inquiry seminar

(2016), sponsored in part by the Center for Global Inquiry and Innovation, and archival research in Istanbul and Madrid, sponsored by a Summer Research Grant for Doctoral Students (2016). Throughout the course, I shared examples of my grant applications (pre-dissertation, dissertation, post-dissertation), and we skyped with scholars at the JCB (Latin American book history), UT-Austin (HST in Latin America), UMD (comparative hemispheric scientific literatures), and Digital Humanities Initiative at UNC (digital pedagogy and 19th century African American literature) to learn about their career paths, research agendas, and opportunities in their fields. In moving from coursework to exams and research, the course modeled the arc of a PhD program; by making this trajectory explicit, students learned how to incorporate their interests into each of these steps.

Representing Sor Juana Inés de la Cruz (SPAN 4500, Fall 2016).
In this seminar, we spent half of the course swimming in the complexities of Sor Juana's poetry and prose, including *villancicos*, *redondillas*, *sonetos*, *loas*, *El sueño*, and prose (*Carta atenagórica*, *La respuesta*). In the second half of the term, we examined how various artists, authors, and editors have represented Sor Juana in images and words from the eighteenth century through the present. We paid particular attention to the mode of representation (painting, film, currency, essay, meme), as well as the historical context in which diverse women and men interpreted Sor Juana's ideas, beliefs, and body, including Juan de Miranda (Spain, s. XVIII), Miguel Cabrera (México, s. XVIII), Andrés de Islas (México, s. XVIII), Diego Rivera (México, s. XX), Octavio Paz (México, s. XX), María Luisa Bemberg (Argentina, s. XX), Alicia Gaspar de Alba (Texas, s. XX-XXI), Jesusa Rodríguez (México, 2007), el Banco de México (2008), and tech-savvy millennials who design Sor Juana memes on their phones. Students worked in teams to present key insights from secondary sources, and wrote midterm exams based on questions that we drafted together. They also took turns commenting on primary and secondary sources, and wrote proposals for final projects, which could be critical (8-10 page seminar paper) or creative (photography, painting, poetry, short story, graphic design), individually or in groups.

Literatura y lectoescritura indígena (SPAN 4500, Spring 2016).
What does colonial Latin American literature look like from the perspective of indigenous writers? How might indigenous literacies complicate and enrich our study of the colonial Americas? By focusing on a few genres – namely, creation narratives and prose-pictographic histories of the Spanish conquest – in Mesoamerica (weeks 1-7) and the Andes (weeks 9-15), this class invited students to address those questions. Readings included sacred texts like the *Popol Vuh* (Maya K'iche'), *Manuscrito de Huarochirí* (Huarochirí), and mestizo writers who synthesized indigenous and Spanish ways of knowing in their own works, including Sahagún's informants (*Visión de los vencidos*), Fernando Alvarado Tezozómoc, El Inca Garcilaso de la Vega, and Felipe Guaman Poma de Ayala. Student presentations on glyphs, paintings, music, and textiles complemented primary sources, secondary criticism, documentaries (*Breaking the Maya Code*), films (*La otra conquista*, *Nuevo Mundo*), and music (Tz'utu Baktun Kan, Lila Downs). In addition to a take-home midterm, a final project required that students research aspects of indigenous literatures and literacies. They could opt to write a seminar paper (recommended for those contemplating graduate school) or a Wikipedia page (recommended for those whose professional portfolios required evidence of collaborative skills, or who wanted to enhance public knowledge about indigenous writers). Both options required substantial research, sharp writing, peer editing, and lots of footnotes.

Interpretando América Latina colonial (SPAN 4500, Fall 2014, Fall 2015).
This seminar allowed students to build skills in literary analysis, translation, and archival research by adopting translation as mode of inquiry and hands-on practice. We began by reading accounts of colonial translation between and among Amerindian, European, and African peoples, as told by

writers like Colón, Cabeza de Vaca, Díaz del Castillo, and indigenous writers in Tlatelolco and Peru. For the final month, students translated colonial texts for publication on the Early Americas Digital Archive. In Fall 2014, we translated depositions taken after Sir Walter Raleigh's sack of Guayana in 1618. These testimonies, currently held at the Archivo General de Indias in Sevilla and the British Library in London, reveal how Arawak-speaking women shaped flows of information across imperial lines. In fall, 2015, students worked in small groups to translate texts from Special Collections based on shared interests in religious literatures, imperial politics, and orientalist readings of Latin America and the Middle East. Their work is available at: http://eada.lib.umd.edu/eada_entry/guest-editors/.

Recreating the Archive: Guided Undergraduate Research (SPAN 4993, Fall 2016).
On 15 March, 1620, Manuel Gaytán de Torres received permission to sail from Cádiz to Venezuela to survey the copper mines of Cocorote. One year later, he finished his survey and sent his results to the crown in three evidentiary forms: a navigational chart that documented shipping routes, a painting that imagined an operational mine worked by African, indigenous, and Spanish women and men, and a book, printed as the *Relación y vista de ojos* (Havana, 1621). The painting and chart have been lost to the archive, but most of the *Relación* remains extant, including a *guarismo* whose marginal glosses correspond to elements in the painting. I am collaborating with Rebecca Graham (4th year, Spanish/Studio Art) to recreate the painting from the prose description. Part of our research involves travelling to the Archivo General de Indias (Sevilla) to look for the painting and study the written and legal cultures of the seventeenth century. Rebecca's artwork will be included in my book, *Cultural Touchstones*, and we will have found a new way to promote undergraduate work in Latin American literature, archival research, and studio art. This course is supported by a grant from the Center for Global Inquiry and Innovation, and the DUP in Spanish.

Introducción a literatura Latinoamericana colonial (SPAN 3420, Fall 2014-present).
This survey begins with selections of indigenous literatures, namely origin stories like the *Popul Vuh* (Maya K'iche'), as well as traditional *cantares* from Mexica communities and poetry translated from Quechua into Spanish. We then move through colonial writers who alternately incorporate and reject Amerindian aesthetics and epistemes, including mestizo and creole writers like El Inca Garcilaso de la Vega and Sor Juana Inés de la Cruz, as well as nineteenth-century republican authors, such as Ricardo Palma and Clorinda Matto de Turner. The course culminates in the pan-American, transatlantic poetry and prose of José Martí and Ruben Darío. The class emphasizes writing and revision with talleres de escritura, and the balance shifts toward conversation over the course of the semester, culminating in an oral final exam. The broad scope of the class invites students to trace the development of different generic forms (epistles, songs, hymns, poems, travel writing, scientific reports, drama, novels) and various colonial chronologies, including independence movements that unfold over 90 years (1808-1898) and the neocolonial states faced by Afro-Latin and indigenous communities today. We work closely with research librarians and Special Collections archivists, especially Miguel Valladares-Llata in Alderman Library and David Whitesell in Special Collections, to enrich and complicate our study of colonial Latin American literatures and cultures. In fall 2015, I replaced the take-home midterm exam with a month-long sequence that focused on material culture. By studying the Prownian method and learning how to describe objects in detail, the module helps students build key vocabulary and writing skills before moving to literary analysis in research papers.

Maya K'iche' (KICH 1010-2010, 2015-present).
As Faculty Coordinator for the Maya K'iche' program, I manage enrollment, exam proctoring, galleys, grade reporting, and outreach/publicity for introductory-advanced courses at the undergraduate level. The course is taught at Vanderbilt University by Professor Mareike Sattler; students at UVa and Duke University attend via CISCO Telepresence as part of the Duke-UVa-

Vanderbilt Partnership for Less Commonly Taught Languages. As students advance, they work on research projects like the K'iche' Oral History Project (Latin American & Iberian Institute, University of New Mexico) and the DigiK'iche' Project (Vanderbilt). I also help students apply for FLAS funding for summer language study at the Mayan Language Institute (Nahualá, Guatemala), sponsored by the University of Chicago, UNM, UT-Austin, Tulane, and Vanderbilt. To establish the new course, I identified the critical thinking, reasoning, research, and communication skills that students would build at each level, and submitted core competency and course catalog forms for all levels. As I develop materials for the UVa program, I share them with colleagues at partner schools for their own publicity efforts. Please read more about the program from the Cavalier Daily (UVa student newspaper), Daily Progress (Charlottesville), and CBS19 (Charlottesville).

College of William & Mary, Department of English

Colonial Translations: The Movement of Power Through Language in the Literatures of the Early Americas (Fall 2012, English 371/American Studies 350/Hispanic Studies 388; Spring 2014, English 465).
This multidisciplinary seminar oriented students to the colonial literary archive and research methods required to read the remains of the past. In the first half of the semester, we traced the figure of the interpreter in literary representations of colonial encounter (Smith, Díaz del Castillo) and we analyzed how colonial texts and materials were translated and mistranslated for different audiences (las Casas, Hakluyt, *Popol Vuh*), attending to missionary linguistics (Eliot) and 19th-century accounts of enslaved peoples (ibn Said, Manzano). In the second part of the course, students worked in teams to identify a rare book or manuscript from Special Collections Resource Center, translate the text into English, and prepare a scholarly edition of their work for publication at the Early Americas Digital Archive. Please find projects available at: http://eada.lib.umd.edu/eada_entry/guest-editors. The two-part structure helped students build skills in close reading, archival research, translation, editing, and digital publication. In the spring of 2014, with support from the OIEAHC and SCRC, Matthew Gibson (Virginia Foundation for the Humanities) ran an xml/xslt workshop for students in the seminar and archivists in Swem Library.

University of North Carolina, Department of English and Comparative Literature

Major American Authors: Telling and Retelling (English 128).
This introductory course took non-English majors through the complex ways in which authors in the Americas have engaged issues of spirituality and slavery in their own historical moments and those of their literary predecessors. We spent the first half of the semester reading colonial religious writings (Sor Juana, Bradstreet, Taylor) before examining how nineteenth-century authors (Hawthorne, Dickinson, Heredia) reimagined the seventeenth-century spiritual archive. The second half of the semester asked students to analyze how eighteenth- and nineteenth-century writers related their own experiences of enslavement (Equiano, Douglass, Jacobs), and how nineteenth- and twentieth-century writers imaginatively retold those stories (Poe, Melville, Morrison, Marlon James). Spirited and informed discussion in class, based on careful close readings of primary sources, prepared students for their final exams, which were conducted orally and in small groups. The writing of a research proposal and two papers, and the revising and resubmitting of that written work, complemented the conversational focus of the course.

Introduction to American Literature: Origin/ality, Im/migration, Post/coloniality (English 122).
This survey course was designed to introduce non-majors to the breadth and beauty of hemispheric American literatures. By focusing our studies on themes of origin/originality and

migration/immigration, we began with precolombian and colonial narratives of creation (Genesis, Zuni, Maya, Mexica, Seneca, Iroquois, Hopi), encounter (Columbus, Cabeza de Vaca), settlement (Winthrop, Bradford, Bradstreet, Sor Juana Inés de la Cruz, Byrd II, Crèvecoeur), captivity (Rowlandson), and enslavement (L'Ouverture, Marrant, Wheatley, Equiano, Douglass, Jacobs, Horton), and we concluded by analyzing republican-era (Melville, Dickinson, Whitman), modern (Faulkner) and postcolonial retellings of those stories (Morrison, Marlon James). Students compared the points of continuity and rupture in the oral narratives and printed literatures (poetry, essays, short stories, novels) of Mesoamerica, North America, and the Caribbean, complementing our in-class discussions with an oral presentation, two essays, and a final oral exam.

Survey of English Literature: More to Milton (English 120).
As a teaching assistant for Professor Reid Barbour, I selected a passage relevant to the week's lectures and guided students in my two recitation sections in a close reading of the text. I also helped them to identify research questions for their three short essays (5-7 pages) and longer paper (10-15 pages), which I subsequently graded. I situated authors like More, Donne, Bacon, and Milton in comparative, circum-Atlantic contexts that drew connections to the main lecture and to my students' coursework in other departments, especially history and the sciences.

Rhetoric and Composition I and II (English 101 and 102). For six semesters, I managed full responsibility for 18 students who completed nine writing assignments, plus drafts, that were divided into three units: popular, academic, and professional writing (101) and scientific, business, and humanities writing (102). In each unit, students worked independently and in teams based on overlapping research interests to identify the ways in which particular discourse communities and disciplines made arguments and evaluated evidence. The emphasis on groupwork, peer review, and revision throughout the course of the semester helped first-year students to develop key skills in collaborative writing, editing, and research with print and digital sources.

University of North Carolina, Languages Across the Curriculum

Fall 2010 and Spring 2011: Temas actuales de la economía global (BUSI 617/SPAN 308). With Professor Nick Didow, I designed and taught a Spanish-language discussion section for an English-language lecture on global marketing. This new, bilingual program helped students build the language skills necessary for a global economic community and apply themes from the main course to their study of Latin America, including geopolitics, natural resource management, migration, and emerging partnerships in the Pacific. We addressed issues of sustainability, corporate ethics, and macroeconomic and political frameworks alongside specific case studies of product placement, adaptation, and pricing strategies for local markets, emphasizing the development of speaking, listening, and content-rich reading skills. To promote writing and research skills in the target language we allowed students to write their research papers and portions of their final exams for Business 617 (3 credits) in Spanish, which I graded.

University of North Carolina, School of Romance Languages, Department of Spanish

Spanish for High Beginners, Intermediate Spanish (Spanish 105, 203). I managed full responsibility for 19 students per class in a communicative program that emphasized speaking, listening, reading, and writing.

University of North Carolina, Office of Study Abroad Programs

Resident Co-Director (UNC in Havana). With Russell Bither-Terry (UNC, Political Science), I coordinated the on-site academic and residential program details for 14 undergraduate students in Spring 2009. We organized a weekly speaker series and programmed cultural events that enhanced students' academic schedules with visits to galleries, ballet, and five provinces (Pinar del Río, Matanzas, Cienfuegos, Sancti Spíritus, and Villa Clara). With Ariana Curtis (American University, Anthropology) we attended weekly meetings at UH and sent weekly reports to UNC and AU. We also managed the on-site finances of the program, budgeting for unexpected expenses and paying monthly bills in multiple currencies. I served as the primary point of contact for all oral communications between and among UNC, UH, and the Residencial El Costillar de Rocinante.

Bridge Linguatec Language Institute, Santiago de Chile and Mamiña, Chile

English as a Foreign Language Teacher (English I-V). From September 2003 to 2004, and April to August 2005, I taught 30 group classes and 9 private classes in Santiago de Chile and on-site in the BHPBilliton asset Compañía Minera Cerro Colorado (I Región). As a teacher and language consultant for diverse, global companies in the capital and the copper mine, I tailored my classes to the needs of my adult students in introductory, intermediate, and advanced classes as well as specific courses on cross-cultural communications, negotiation strategies, and HR processes. In September 2003 I received my TEFL certification.

Translation

Spanish/English Translator, Sucre, Chuquisaca, Bolivia. During a six-week research trip to the Archivo y Bibliotecas Nacionales de Bolivia (2011), I volunteered on the weekends to translate a grant proposal for the non-profit Instituto Politécnico Tomás Katari. The agency was working with the hospital Georges Duez to purchase equipment for underserved communities in Sucre, and it hoped to attract foreign donors by circulating its proposal in English.

Maya/English Translator, Mérica, Yucatán, México. As the recipient of a FLAS fellowship for Level III of UNC's Yucatec Maya Institute (2011), I spent two months working to produce a scholarly English-language edition of Feliciano Sánchez Chan's *Ukp'éel wayak'* (Seven dreams) designed for undergraduate teaching.

Spanish/English Translator, Chapel Hill, NC. During the summer of 2007, I translated a book chapter on gendered madness in Restoration drama for professor Diana Solomon (Duke).

English/Spanish Translator, College Park, MD. In the January session of 2003, I interned with a team of translators from the Global Resource Action Center for the Environment to translate the organization's Factory Farm Project brochure into Spanish.

Languages

English (reading, writing, speaking, listening)
Spanish (reading, writing, speaking, listening)
Yucatec (beginning reading, writing, speaking, listening)
Portuguese (reading)

Service (Spanish, Italian & Portuguese/Latin American Studies, UVa)

Guest speaking

"Sor Juana Inés de la Cruz," Holy Women of the Americas Student Reading Group, St. Anselm Institute for Catholic Thought. 10 February 2017.

Faculty Lecture Series, Casa Bolívar: "Castas de metales, el saber indígena y la ciencia colonial." 9 November 2016. https://castasdemetales.wordpress.com/

"Research in the Humanities," UNST 2811: Introduction to Academic Research II. Three sections: Brian Cullaty, Director of Undergraduate Research Opportunities, Office of the Provost, 25 March 2016; Amy Clobes, Assistant Director, Office of Graduate and Postdoc Affairs, 28 March 2016; Andrus Ashoo, Associate Director, Center for Undergraduate Excellence, 18 April 2017.

Guest Speaker, "Our Voices Will Be Heard: Race, Immigration, and Deportation in the Americas," Student Organization for Caribbean Awareness and Latino Student Alliance, 14 October 2015.

Roundtable on Academic Publishing, with Andrew Anderson (SIP) and Nadine Zimmerli (University of North Carolina Press/Omohundro Institute of Early American History and Culture, College of William & Mary), 14 November 2014.

Committees

Residential Scholar Committee, Americas Center/Centro de las Américas, Summer 2016-Spring 2017.

Grant reviewer, Faculty Led Undergraduate Research, Center for Global Inquiry and Innovation, Summer 2016.

Search Committee, Race, Ethnicity and Migration: Mellon Global South Initiative/Department of Spanish, Italian & Portuguese. With Gustavo Pellón (chair), Ricardo Padrón, Charlotte Rogers, and Tico Braun (History), 2015-2016.

Search Committee, Native North American and Indigenous Studies (Postdoc): Americas Center and Department of Anthropology. With Jeff Hantman (chair, Anthropology), Jack Hamilton (American Studies/Media Studies), Eve Danziger (Anthropology/Linguistics), and David Edmunds (Track Director, Global Development Studies), 2015-2016.

Graduate Student Summer Fellowship Awards Committee, Spring 2015.

Graduate Admissions Committee, Spring 2015 (including interviews for Jefferson Fellowships).

Dissertation Committee Member, Spanish

Alicia Salinas (Fall 2014-present); Melissa Frost (Spring 2015-Summer 2017); Nasser Meerkhan (Spring 2016-Fall 2017); Loreto Romero Martínez Eiroa (Spring 2017-present); Matthew Richey (Fall 2017-present); Andrea Pauw (Fall 2017-present).

Dissertation Committee Member, External Reader

Lucas Carneiro de Carvalho (Anthropology, Winter 2015-Spring 2016; dx.doi.org/10.18130/V3JS3B); Alessandro Questa (Anthropology, Summer 2017-Fall 2017); Kimberly Hursh (History, Summer 2017-present).

Examinations
Examiner in colonial Latin America (PhD exams, Fall 2014-present; MA, Spring 2015); collaborated with Ricardo Padrón and Fernando Operé to revise PhD and MA reading lists (2014-2015).

Examiner in Spanish Enlightenment/Romanticism (PhD oral exam, Fall 2014).

Language examinations, Fulbright fellowships (Spanish), Fall 2014-present

Mentorship
Undergraduate Student Opportunities in Academic Research (USOAR) Mentor: Humanities. Center for Undergraduate Excellence, Fall 2016-Spring 2017. http://www.virginia.edu/cue/usoar.html.

Faculty Mentor, TPT Program, Center for Teaching Excellence: Nora Benedict (PhD, Spanish, 2015-2017); Kimberly Hursh (PhD, History, 2015-2016); Karina Baptista (PhD, Spanish, 2017-present).

Undergraduate advising
Major advising: 25 students (2016-2017); 28 students (2015-2016); 17 students (2014-2015).

Digital work
Web administrator, "SIP Jobs." Joinable collab site housing annotated job market materials, including cover letters and teaching portfolios for R1s and SLACs that explain what to do in each paragraph or section. Students can also download sample CVs and fellowship applications from junior faculty in SIP and the Graduate School Office of Fellowships, Grants & Scholarships at UNC.

Web designer, http://spanitalport.as.virginia.edu. Revised organization and developed new content in collaboration with A&S Development Office and SIP faculty, staff, and students. New features include event pages (1981-present), resource tab, fellowship clearinghouse (graduate), recent PhDs (1990-present), student testimonials from study abroad programs, alumni profiles, and searchable list of faculty and general faculty based on research interests.

Service (colonial literature/history Latin/America)

Editorial Board, American Studies/Coleção Estudos Americanos, Editoria Prisma (Curitiba, Paraná, Brasil). Series Coordinator: Alexandre Belmonte (Universidade do Estado do Rio de Janeiro). Summer 2016-present.

"Best Practices in Historical Translation," (workshop for editorial apprentices), *William & Mary Quarterly*, Williamsburg, VA, 16 August 2016.

Manuscript Reader, Ryan Kashanipour, *Between Magic and Medicine: Colonial Yucatec Healing and the Spanish Atlantic World*, OIEAHC, 16 September 2014.

Spanish/English Reviewer, National Endowment for the Arts Translation Fellowships, Spring 2014-2016.

Peer Reviewer, *William & Mary Quarterly*, *Early American Studies*, *Language and Culture*, *Dieciocho*, *Estudios Atacameños: Arqueología y antropología surandinas*

Grants Workshop, William & Mary History Graduate Student Association, 11 November 2013.

Selection Committee, OIEAHC Postdoctoral Fellowship, College of William &Mary, 2012-2013.

Service and outreach (VA community)

Web maintenance, DACA@UVa. Collaborative-designed community resource for issues relating to the federal DACA program and DREAMers at public universities throughout Virginia – especially students at UVa. Co-hosted with Tim McDaniels and Anne-Garland Mahler. Fall 2016 – present.

Paseo a UVa, Latino Student Alliance, Charlottesville, VA, 8 April 2015. lsauva.com/paseo-a-uva/ and newsplex.com/home/headlines/Latino-Families-Spend-Day-on-UVa-Grounds-299116081.html.

Tutor, Literacy for Life, W&M School of Education, Williamsburg, VA, Fall 2012.

Memberships and Professional Associations

Modern Language Association, Latin American Studies Association, Asociación de Estudios Bolivianos, Society of Early Americanists, Sixteenth Century Studies Association, American Society for Eighteenth Century Studies

Teaching Interests

Colonial Latin American literature, colonial science, translation, early literatures of the Americas, race and ethnicity in the early Americas, indigenous literacies, Maya language and culture (especially Yucatec)

Academic References (Literature and History)

Ricardo Padrón, Department of Spanish, Italian, and Portuguese
423 New Cabell Hall, University of Virginia; padron at virginia dot edu

Anna Brickhouse, Department of English/Director of American Studies
119 Wilson Hall, University of Virginia; annabrickhouse at gmail dot com

Thomas Klubock, Corcoran Department of History/Director of Latin American Studies
281 Nau Hall, University of Virginia; tmk5k at virginia dot edu

Ralph Bauer, Department of English & Comparative Literature
4103 Tawes Hall, University of Maryland, College Park; bauerr at umd dot edu

Nadine Zimmerli, Omohundro Institute of Early American History and Culture
Swem Library, College of William & Mary; nizimmerli at wm dot edu

Professional References (Study Abroad and Languages Across the Curriculum)

Rodney Vargas, Director, IFSA-Butler Costa Rica Program; vargasrodney at gmail dot com
(formerly UNC Program Director for Latin America, Africa, and the Middle East)

Tanya Kinsella, Center for Holocaust, Genocide, and Human Rights Education for North Carolina
109 Half Moon Point, Chapel Hill, NC 27514; 919.414.3211 (former director of LAC)

Nicholas Didow, Kenan Institute Faculty Fellow and Marketing Division, Kenan-Flagler Business School; 4516 McColl Building, University of North Carolina; nick_didow at unc dot edu