

ANNA CASTILLO

Spanish and Portuguese | Vanderbilt University
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EDUCATION

Stanford University , Ph.D., <i>Iberian and Latin American Cultures</i>	2011-17
Dissertation: "Plastic Companions: Posthuman Intimacy in Twenty-First-Century Latin America," supervised by Héctor Hoyos, Marília Librandi-Rocha, and Adrian Daub	
Middlebury College , <i>Portuguese Language School</i>	Summer 2012
• Achieved Advanced High rating on exit proficiency interview	
Universidad de Buenos Aires , <i>Facultad de Filosofía y Letras</i>	2010
• Year of coursework in Comparative Literature, Portuguese, and French	
University of North Carolina (Chapel Hill) , B.A. <i>Latin American Studies & Comparative Literature</i>	2005-09
• Morehead-Cain Scholar, graduated with honors, and inducted into Phi Beta Kappa	
• Semester abroad, School of International Training, Oaxaca, Mexico	

EMPLOYMENT

Vanderbilt University	
Andrew W. Mellon Assistant Professor of Spanish	2017-
Affiliated Faculty, Center for Latin American Studies	
Affiliated Faculty, Women and Gender Studies	

RESEARCH AND TEACHING INTERESTS

20th- and 21st-Century Latin American Literature and Film; Gender and Sexuality Studies; Technology Studies; Southern Cone Cultural Production; Second Language Acquisition; Non-Traditional Students in Higher Ed.

AWARDS, GRANTS AND FELLOWSHIPS

Course Design Institute, "Students as Producers" Course Enhancement Grant	Spring 2018
Mellon Foundation Dissertation Fellowship	2016-17
Science, Technology, and Society Teaching Assistantship Grant	Winter 2016
Support for teaching a capstone course for the program	
Center for Latin American Studies Field Research Travel Grant	Fall 2015
Iberian and Latin American Cultures Research Grant	Fall 2015
Vice Provost of Graduate Education Research Opportunity Award	Fall 2015
Division of Literatures, Cultures, and Languages Research Funding	Fall 2015
All awarded to conduct research in Buenos Aires and Santiago	
Teagle Foundation Stipend for Teacher Training	2013-14
Support for teaching through the "Collaborative Teaching Project"	
Foreign Language and Area Studies (FLAS) Fellowship, Portuguese	Summer 2012
Division of Literatures, Cultures, and Languages Research Fund	2012-13
Awarded to establish a reading group on gender and sexuality.	
Rotary Ambassadorial Scholarship	2010
Awarded to study literature for one year in Buenos Aires, Argentina	
Augsburg Lutheran Hine Fund Grant	2009
Enabled two-month internship with LGBT congregation in San Jose, Costa Rica	
Public Service Scholar Award	2009

Commendation for over 300 hours of service as an undergraduate

Morehead-Cain Scholarship

2005-09

Full scholarship awarded for academic merit, service, leadership, and athleticism

PUBLICATIONS

ARTICLES IN REFEREED JOURNALS

“Crear o Criar: Maternity and Choice Feminism in Meruane's *Fruta Podrida* and *Contra los hijos*.” *Hispanic Review*, vol. 87, no. 3, Summer 2019, pp. 355-76.

“Explicit Complicity: A Grindr Narrative.” *Chasqui: Revista de literatura latinoamericana*, vol. 47, no. 2, Fall 2018, pp. 3-14.

RESEARCH UNDER REVIEW

“A Private Matter: Naturalist Rurality and Juvenile Intersexuality in Solomonoff's *El último verano de la Boyita*/ *The Last Summer of La Boyita* (2009).” Under review by *Studies in Spanish & Latin American Cinemas*.

RESEARCH IN PROGRESS

Plastic Companions: Posthuman Intimacy in Southern Cone Narrative (2000-2015). (Book manuscript in progress, 80% complete)

“¿Por qué todos te miran así?” Shifting the Sight of Intersexuality in Argentine Film.” (Article in progress, 95% complete)

“Transplanted Intimacy in *Sangre en el ojo* by Lina Meruane.” (Article in progress, 60% complete)

“Four-Eyed, Aging, and Still Punk: Women's Bodies in Latin/x American Graphic Narrative.” (Article in preparation)

SELECTED ESSAYS AND JOURNALISM ON TEACHING AND LEARNING

“Grad Students Should Co-Teach.” *Inside Higher Ed*, April 5, 2016.

“The Advantages of Being ‘International.’” *Stanford Teaching Commons*, July 7, 2015.

“Culture Clashes in the Classroom.” *Stanford Teaching Commons*, June 6, 2015.

“What if My English Isn't Good Enough?” *Stanford Teaching Commons*, May 21, 2015.

“Studying Human Trafficking Through Medical, Legal, and Historical Lenses.” *Stanford Teaching Commons*, November 11, 2014.

“Strategies for Better Learning: Stanford's First Academic Expo.” *Stanford Teaching Commons*, May 10, 2014.

“Relating to the First-Year Student.” *Stanford Teaching Commons*, July 2, 2014.

“Virtual Reality and Education.” *Stanford Teaching Commons*, May 22, 2014.

“Classroom Tactics Especially for First-Years.” *Stanford Teaching Commons*, May 8, 2014.

“Better Exam Prep: Coordinated Review Sessions.” *Stanford Teaching Commons*, April 30, 2014.

“What's Special About Teaching First-Years?” *Stanford Teaching Commons*, April 18, 2014.

“MOOC Materials Coming to a Classroom Near You.” *Stanford Teaching Commons*, January 3, 2014.

“Getting it Right: What's Working in TA Training.” *Stanford Teaching Commons*, May 23, 2013.

“Tiered Language Classrooms Not the Answer.” *Stanford Teaching Commons*, May 17, 2013.

UNDERGRADUATE PUBLICATIONS

“Fighting the System From Within: Coalición de Maestros y Promotores Indígenas de Oaxaca (CMPIO) and Education Reform.” *Independent Study Project Collection*. Paper 15. 2008. (Downloaded over 2,000 times).

TALKS AND PRESENTATIONS

INVITED TALKS

“¿Por qué todos te miran así?” Shifting the Sight of Intersexuality in Argentine Film.” Invited lecture in the Department of Literature at University of California San Diego, February 12, 2020

- “Media, Gender, and Sexuality in *Mala mala*.”** Special guest and discussion facilitator for the Latin American Film Festival, Center for Latin American Studies, Vanderbilt U, Nov. 6, 2019
- “Post-Boom Protestations.”** Public humanities lecture at Brookdale Retirement Community, Nashville, TN, September 20, 2019
- “The Aesthetics of Health: A Study of Intersexuality through Film.”** Invited talk for an undergraduate dorm, Mayfield Residential Community, Vanderbilt U, March 18, 2019
- “Childless or Childfree: Lina Meruane and Postpartum Criticism.”** Invited lecture in the Department of World Languages and Cultures at Elon University, February 18, 2019
- “Pre-Op Until Proven Intersex: Sighting the Hazards of Anatomical Correctness in Argentine Film.”** Invited lecture in the Department of Spanish, Latina/o, and Latin American Studies at Mount Holyoke College, February 1, 2019
- “La traducción y la historieta: Localismos, onomatopeya y metáforas visuales.”** Guest lecture for undergrad course entitled “Theory and Practice of Translation” at Vanderbilt U. September 25, 2018
- “Do you want kids? What we tell ourselves... and others.”** Special guest and facilitator of a round-table discussion in a residential education program for first-year students at Vanderbilt U. September 14, 2018
- “Introdução à poesia de Carlos Drummond de Andrade.”** Guest lecture on selected poems for graduate course entitled “Modern Brazilian Literature” at Vanderbilt U. March 15, 2017
- “The Unexpected Mainstream: A Chilean Grindr Narrative.”** Invited lecture in the Department of Modern Languages and Linguistics at Florida State U., January 27, 2017
- “Teaching Trigger-Inducing Texts.”** Invited roundtable panelist for “Narrative as Intervention: Teaching Literature to Traumatized Inmates and Veterans,” a panel included in the presidential theme (Boundary Conditions) of the Modern Language Association, Philadelphia, PA. January 6, 2017
- “Inorganic Intimacy.”** Center for the Study of the Novel, Stanford U. March 1, 2016
- “Queer of Color Post-Op Intimacy.”** Materia Research Group, Stanford U. February 17, 2016
- “Collaborator, Not Assistant: Co-Teaching with Faculty.”** Invited roundtable panelist for “Upgrading Graduate Student Teaching Positions” at the Modern Language Association, Austin, TX. January 9, 2016
- “Introducción a José Asunción Silva.”** Guest lecture on selected poems for a survey course entitled “Spanish-American Literature” at San José State U. February 2, 2015

CONFERENCE PRESENTATIONS

- “Posthumanismo y la literatura hispanoamericana.”** Literature and Culture Symposium, Universidad Católica, Santiago, Chile. (Cancelled due to COVID19). May 25-27, 2020
- “The Company of Things.”** American Comparative Literature Association Annual Meeting, Chicago. (Cancelled due to COVID19). Mar 19-22, 2020
- “Anthropocentrism, Desire, and Automated Reading in João Paulo Cuenca’s *O único final feliz para uma história de amor* (2010).”** Da abertura à crise: Contemporary Brazilian Literature and Sociopolitical Change, a symposium at Vanderbilt University. Oct. 25-27, 2019
- “La donación de órganos y el trasplante del amor en *Sangre en el ojo* de Lina Meruane.”** Panel organizer, presenter, and respondent at the Simposio de la Sección de Estudios del Cono Sur de LASA. Universidad Nacional de Tres de Febrero, Buenos Aires, Argentina. July 10-13, 2019
- “Meruane Motherhood.”** Paper presented within the Gender and Feminisms track at the Latin American Studies Association Congress. Barcelona, Spain. May 23-26, 2018
- “Queer of Color Cyborg Writing.”** American Comparative Literature Association Annual Meeting, University of California Los Angeles. Mar 29-Apr 1, 2018
- “Kissing the Cockroach: Rethinking Intercourse through Materialism and *A paixão segundo G.H.*”** American Portuguese Studies Association’s Conference, University of New Mexico. October 2014
- “Drawing on a Female Erotic: Reflections on the Construction of Erotic Space in Jaime Hernandez’s *Locas*.”** Feminisms and Rhetorics Conference, Stanford U. September 25-28, 2013
- “The Trace of an Accent: Translation through Ghostwriting in *Budapeste* by Chico Buarque.”** American Comparative Literature Association Annual Meeting, University of Toronto. April 5, 2013

WORKSHOP PRESENTATIONS

- “Dos and Don’ts of the Academic Job Market.”** Graduate seminar on research methods and grant-writing. Vanderbilt U. November 5, 2019.
- “Navigating the Academic Job Market.”** Graduate seminar on research methods and grant-writing. Vanderbilt U. November 7, 2017.
- “How to Teach What You Don’t Know.”** Lunch talk for graduate students from across Stanford U. Center for Teaching and Learning. April 3, 2015
- Microteaching Workshops.** Facilitated multiple times during academic year, these workshops allow instructors from diverse disciplines to prepare a 4-minute lesson, teach it, and receive feedback. Stanford Center for Teaching and Learning. 2014-15
- “What to Do on the First Day.”** Workshop developed and presented three times over the course of the academic year for graduate students at Stanford U. Center for Teaching and Learning. 2014-15
- “Common Classroom Challenges.”** Workshop developed and presented for graduate students from across Stanford U. Center for Teaching and Learning. April 9, 2014
- “Workshop for Language Instructors on Students with Learning Disabilities.”** Workshop coordinated with the Stanford Schwab Learning Center to train language-teaching professionals how best to accommodate the learning environment for undergraduates with learning disabilities. April 19, 2013

COURSES TAUGHT

UPPER-DIVISION COURSES IN LITERATURE AND FILM (IN SPANISH)

“Special Topics in Hispanic Literature and Culture: Critique of Technology”

Course introduces students to key issues in the role of technology in culture. Against the trend towards the thoughtless celebration of all things technological, the class engages in critique in the two senses of the term: as careful study of the cultural implications of technology and as balanced, argumentative criticism.

Spanish and Portuguese, Vanderbilt University

Spring 2019, Spring 2020

Program of Science, Technology, and Society, Stanford University

Winter 2015 and Winter 2016

“Latina and Latin American Women Writers,” *Spanish and Portuguese*, Vanderbilt University

Focused on some of the major debates and issues that arise in considering representations of sex and gender in works by Latin American and U.S. Latina women writers, one of the central questions of the course is how texts reinforce or contest stereotypes of the “ideal” female body. Readings include poetry, short stories, novels, and graphic memoirs.

Fall 2018

“Film and Culture in Latin America: The Southern Cone,” *Spanish and Portuguese*, Vanderbilt University

Re-designed with a “Students as Producers” grant from the Center For Teaching, this overview of Southern Cone cinema from the 1960s to the present introduces students to basic tools of film analysis. Students use the technical vocabulary of film studies to evaluate and make aesthetic choices in original blog entries, film reviews, and a final storyboarding project.

Fall 2018, Fall 2019

“Spanish American Literature of the Post-Boom,” *Spanish and Portuguese*, Vanderbilt University

This fully re-designed course gives students the chance to experience contemporary literary study using contemporary tools. Students interview living authors, write book reviews, interrogate recent academic criticism, and consult with book vendors throughout Spanish America to create a podcast in which they articulate positions on the key question of the course: “What is contemporary about Spanish American literature today?”

Spring 2018, Fall 2019

“Spanish American Literature from 1900 to the Present,” *Spanish and Portuguese*, Vanderbilt University

Designed to get students thinking about modern Spanish American literature against the current of cannon formation. With questions such as “what is literature?” and “when does modernity end?”, the course encourages students to question the fundamental components of literary history.

Fall 2017, Spring 2020

LOWER DIVISION COURSES ON LANGUAGE AND CULTURE (IN SPANISH, PORTUGUESE, AND ENGLISH)

“Introduction to Latin America: Cultural Perspectives,” *Iberian and Latin American Cultures*, Stanford U.

As a teaching assistant to Héctor Hoyos through the Teagle Foundation Collaborative Teaching Program, I conducted weekly discussion sections in Spanish using brief, excerpted primary texts related to those covered in the plenum; led students in close readings of the texts; delivered lectures on the Cuban Revolution and

Brazilian music; advised students on compositions; contributed to the development of the syllabus and course materials; and managed course website. **Fall 2013**

“Reimagining Contemporary American Identity,” Prison University Project

A team of three instructors taught this college-level course on reading, writing, and critical thinking to inmates at San Quentin Penitentiary. Special emphasis on analysis and academic writing. This course was part of an extension program of Patten University, an accredited independent university in Oakland, California. **Summer 2013**

Intensive First-Year Spanish, Summer Session, Stanford University

For 12 days, 4 hours each day, I brought novice and intermediate speakers to the intermediate-mid level in Spanish through a concentrated, accelerated curriculum I designed; use of *Protagonistas* with Supersite Plus, multimedia (including Prezi, online videos, web content), and oral proficiency interviews. **Summer 2014**

Accelerated Portuguese Language, Complete First-Year Sequence, Stanford University

Responsibilities included designing assessments and syllabus before guiding students through this fast-paced, two-quarter series that followed a proficiency-oriented approach. The sequence emphasized speaking and oral comprehension and promoted the beginning of development of reading and writing skills. Literary and journalistic readings, Brazilian popular music, and viewing of short documentaries provided the basis for discussions on a variety of Brazilian cultural aspects and current events. **Spring and Fall 2013**

Spanish Language First-Year Sequence, Parts 1 and 2, Stanford University

Intensive lessons in introductory Spanish, five days per week: designed exercises, assessments, and other course materials; held regular office hours for additional conversation practice and reinforcement of language instruction; and used *¿Sabías que...?: Beginning Spanish*, multimedia (including television and web content), computerized oral and written exams, and oral proficiency interviews. **Fall and Winter 2012-13**

FIRST-YEAR WRITING SEMINAR (IN ENGLISH)

“Twentieth-Century Spanish American Literature in Translation,” *Spanish and Portuguese*, Vanderbilt U.

Part of the First-Year Writing Seminars program, this introductory course to thinking and writing about Spanish American literature prepares students for all subsequent research on, and learning about, the literature of the region. Topics include a comparative discussion of representations of race, sexuality, and gender as we explore revolutionary movements, civil wars, and other internal conflicts. **Spring 2018, 2019**

ADVISING

GRADUATE

Daniel A. Romero Suárez. Committee Member. Spanish and Portuguese, Vanderbilt U. Dissertation: *Latin American Poetry in the Era of Biomedicalization*. 2019-present.

Brown, Jacob. Teaching Mentor of 5th-Year Co-Teaching Practicum. Spanish and Portuguese, Vanderbilt U. Co-taught course: Spanish American Literature from 1900 to the Present. Spring 2020.

UNDERGRADUATE

Sarah Baldino. Academic supervisor. Summer internship in Los Angeles: “Introduction to Public Relations.” Human and Organizational Development, Vanderbilt U. Completed Summer 2019.

Sarah Baldino. Academic supervisor. Summer internship in Los Angeles: “Introduction to Production.” Cinema and Media Arts, Vanderbilt U. Completed Summer 2019.

Audrey Gill. Advisor. Honors thesis: “All the Feels: Bringing to Light Empathetic Responses to Gender and Sex Stereotypes in Southern Cone Film.” Received highest honors and departmental award. Spanish and Portuguese, Vanderbilt U. 2018-2019.

Callie Hubbell. Advisor. Independent Study: “Borgesian Epistemology in the Age of the Internet.” Spanish and Portuguese, Vanderbilt U. Spring 2019.

UNIVERSITY SERVICE AND LEADERSHIP

Committee Member, Department of Spanish and Portuguese, Vanderbilt University

- Co-Teaching Committee (Spring 2020)
- New Course Design Committee for “Contemporary Issues in Spanish Speaking World” (2019-20)

Teaching Mentor, Hope House Scholars Program, Redwood City, CA. 2016-17

Hope House is a residential drug and alcohol treatment facility for women, many of whom have recently been released from prison. Each quarter, Stanford faculty teach a course in the humanities to Hope House residents. I mentored Stanford undergraduates serving as writing tutors for the program. We discussed key pedagogical challenges, including how to create a lesson plan, ways to emphasize key points in a reading, and how to motivate students experiencing personal difficulty.

Coordinator, Collaborative Teaching Project (CTP), Stanford University. 2014-15

CTP is a mentoring program where faculty and graduate students form teaching teams to deliver courses to undergraduates. Grad students are not considered teaching assistants but collaborators in the design, delivery, and assessment of these courses. As they work with a more experienced faculty member, graduate students gain exposure to some of the latest breakthroughs in higher education pedagogy.

Graduate Teaching Consultant, Center for Teaching and Learning, Stanford University. 2013-15

I ran small-group evaluations, microteaching sessions, video consultations, and designed and delivered multiple workshops related to issues of teaching and learning on campus.

Liaison, Center for Teaching and Learning, Stanford University. 2012-15

I promoted greater awareness of available and needed resources in support of teaching and learning at Stanford, particularly for those in my department, which I represented at the annual “Conference on TA Training” each year for four years.

Founder and Co-Coordinator, Gender Studies Reading Group, Stanford University. 2012-13

I started this group to take greater responsibility for my own scholarship in gender studies. Five students met twice per quarter to discuss canonical texts in feminism. Designed for newcomers, it was a safe space for graduate students to field questions about the history of feminist theory.

RELEVANT WORK EXPERIENCE

Editorial Referee, *Hispanic Studies Review* (2020), *Hispania* (2020), *Letras Hispanas* (2016)

High School Spanish Teacher, Kehillah Jewish High School, Palo Alto, California. Spring 2017

Taught 2 “Spanish for Beginners” courses and 1 “Second-Year Spanish” class.

Pedagogy Journalist and Editor, Teaching Commons, Center for Teaching and Learning (CTL), Stanford University. 2013-15

Interviewed acclaimed professors from across Stanford U. and shared their approaches to teaching and learning with the university community and beyond. Wrote reviews for recent books on pedagogy. Extensively edited CTL’s web content and was integral to organizing the site’s more than 200 pages.

Research Assistant, Stanford University

- For Héctor Hoyos: Translated conference presentation from Spanish to English for eventual publication. 2014-15
- For Yvonne Yarbrow-Bejarano: Helped with the preparation of materials for publication. 2011-12

Freelance Translator, from English to Spanish, and from Spanish to English. 2012-2015

TEACHING CERTIFICATIONS AND TRAINING

Students as Producers: Course Design Institute. Center for Teaching, Vanderbilt University. 2018

Three-day institute in which participants design (or redesign) courses that engage students not only as consumers of information, but producers of knowledge.

Preparing Future Professors (PFP): Stanford-San Jose State University Shadowing Program. 2014-15

PFP offers doctoral students the opportunity to experience faculty life first-hand at a comprehensive, teaching-focused university. I worked with Dr. Damian Bacich, Chair of World Languages and Literatures

at San Jose State University. I shadowed his class on colonial Spanish American literature and culture, guest lectured for an undergraduate survey course, and mentored his master's students interested in a PhD.

Schwab Learning Center Training on Learning Disabilities and ADHD. Stanford University. 2013

After noticing a gap in my own training, I took this two-hour workshop and found it to be so necessary that I convinced the administration of Stanford's Language Center to team up with the Schwab Learning Center to offer a modified workshop just for language instructors and teaching assistants.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL)

Modified Oral Proficiency Interview Training, *Portuguese*. Stanford University. Spring 2013

Certified Oral Proficiency Interview (OPI) Tester with Limited Certification, *Spanish*. Spring 2013

OPI Familiarization Workshop: Implications for Teaching at Advanced & Superior, Stanford University. Winter 2013

Writing Proficiency Guidelines Familiarization Workshop. Stanford University. Fall 2012

PROFESSIONAL AFFILIATIONS

Latin American Studies Association (LASA), Modern Language Association (MLA), American Comparative Literature Association (ACLA), American Council on the Teaching of Foreign Languages (ACTFL), American Portuguese Studies Association (APSA), Feministas Unidas, Inc.

LANGUAGES

English (native); Spanish (fluent); Portuguese (advanced proficiency); Hebrew, French, and Latin (reading knowledge)