

ANNA CASTILLO

Spanish and Portuguese | Vanderbilt University
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EDUCATION

Stanford University, Ph.D., *Iberian and Latin American Cultures*, 2017

Dissertation: “Plastic Companions: Posthuman Intimacy in Twenty-First-Century Latin America,” supervised by Héctor Hoyos, Marília Librandi-Rocha, and Adrian Daub

Middlebury College, *Portuguese Language School*, Summer 2012

- Achieved Advanced High rating on exit proficiency interview

Universidad de Buenos Aires, *Facultad de Filosofía y Letras*, 2010

- Year of coursework in Comparative Literature, Portuguese, and French

University of North Carolina (Chapel Hill), B.A. *Latin American Studies*; B.A. *Comparative Literature*, 2005-09

- Morehead-Cain Scholar, graduated with honors, and inducted into Phi Beta Kappa
- Semester abroad, School of International Training in Oaxaca, Mexico

EMPLOYMENT

Vanderbilt University

Assistant Professor of Spanish, 2021-

Affiliated Faculty, Center for Latin American, Caribbean, and Latinx Studies

Affiliated Faculty, Gender and Sexuality Studies

Andrew W. Mellon Assistant Professor of Spanish, 2017-2020

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; Collaborative Teaching.

AWARDS, GRANTS AND FELLOWSHIPS

At Vanderbilt:

COVID-19 Innovative Teaching Award for Faculty Mentorship, Spring 2021

Course Design Institute, “Students as Producers” Course Enhancement Grant, Spring 2018

Elsewhere:

Mellon Foundation Dissertation Fellowship, 2016-17

Science, Technology, and Society Teaching Assistantship Grant, Stanford U., Winter 2016

Center for Latin American Studies Field Research Travel Grant, Stanford U., Fall 2015

Iberian and Latin American Cultures Research Grant, Stanford U., Fall 2015

Vice Provost of Graduate Education Research Opportunity Award, Stanford U., Fall 2015

Division of Literatures, Cultures, and Languages Research Funding, Stanford U., Fall 2015

Teagle Foundation Stipend for Teacher Training, 2013-14

Foreign Language and Area Studies (FLAS) Fellowship, Portuguese, Summer 2012

Division of Literatures, Cultures, and Languages Research Fund, Stanford U., 2012-13

Rotary Ambassadorial Scholarship, 2010

Augsburg Lutheran Hine Fund Grant, 2009

Public Service Scholar Award, UNC-Chapel Hill, 2009

Morehead-Cain Scholarship, UNC-Chapel Hill, 2005-09

PUBLICATIONS

ARTICLES IN REFEREED JOURNALS

- “A Private Matter: Naturalist Rurality and Juvenile Intersexuality in Solomonoff’s *El último verano de la Boyita* (2009).” Forthcoming in *Bulletin of Hispanic Studies*, Winter 2022. Submitted December 17, 2020.
- “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.

ARTICLES SUBMITTED AND UNDER REVIEW

- “Intersubjective Perspectives on Intersexuality and Spectator Identification in Puenzo’s *XXY*.” Under review at *Revista Canadiense de Estudios Hispánicos*. Submitted January 28, 2022.
- “Cinematic Runoff: Haptic Perception of Agrochemical Catastrophe in Claudia Llosa’s *Distancia de rescate*.” Under review at *Revista de Estudios Hispánicos*. Submitted July 1, 2022.

RESEARCH IN PROGRESS

- Posthuman Intimacy: The Plasticity of Companionship in Contemporary Southern Cone Narrative* (Book manuscript in preparation.)
- “The Hypermediacy of Aspirational Femininity in Melisa Liebenthal’s *Las Lindas*.” (Article in preparation for special issue entitled “Interrupted Frames: Gender and Intermediality in Contemporary Latin American Cinema” in *Mistral: Journal of Latin American Women’s Intellectual and Cultural History*. Abstract accepted September 6, 2022.)
- “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

- “HIV/AIDS and Mario Bellatin’s *Beauty Salon*.” Guest lecture for undergrad course entitled “Pandemics, Literature and Film”, Department of Spanish and Portuguese, Vanderbilt U. April 15, 2021

- “The Profession During a Crisis.” Division of Literatures, Cultures, and Languages, Stanford University, Oct. 15, 2020
- “¿Por qué todos te miran así?” Shifting the Sight of Intersexuality in Argentine Film.” Department of Literature, University of California San Diego, February 12, 2020
- “Media, Gender, and Sexuality in *Mala mala*.” Latin American Film Festival, Center for Latin American Studies, Vanderbilt U, Nov. 6, 2019
- “The Aesthetics of Health: A Study of Intersexuality through Film.” Mayfield Residential Community, Vanderbilt U, March 18, 2019
- “Childless or Childfree: Lina Meruane and Postpartum Criticism.” Department of World Languages and Cultures, Elon University, February 18, 2019
- “Pre-Op Until Proven Intersex: Sighting the Hazards of Anatomical Correctness in Argentine Film.” Department of Spanish, Latina/o, and Latin American Studies, 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”, Department of Spanish and Portuguese, 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,” Department of Spanish and Portuguese, Vanderbilt U. March 15, 2017
- “The Unexpected Mainstream: A Chilean Grindr Narrative.” Department of Modern Languages and Linguistics, 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
- “Introducción a José Asunción Silva.” Guest lecture on selected poems for a survey course entitled “Spanish-American Literature,” San José State U. February 2, 2015

CONFERENCE PRESENTATIONS

- “A veces no alcanzan los ojos’: Perception of a Modern Catastrophe in *Distancia de rescate*.” Modern Language Association, San Francisco, January 5, 2023.
- Panel Chair, “Digital Media and Contemporary Latin American Literature.” Modern Language Association, Washington, D.C., January 9, 2022.
- “Cultivating Collaboration in Doctoral Education.” Roundtable. Modern Language Association, Washington, D.C., January 8, 2022.
- “La cara del amor.” Conferencia Laboratorio del Núcleo Milenio de Arte, Performatividad y Activismo, Santiago, Chile. Virtual conference, April 20-22, 2021.
- “Plastic Companionship.” American Comparative Literature Association Annual Meeting. Virtual conference, April 8-11, 2021.
- “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. 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.” Gender and Feminisms. 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
- “Collaborator, Not Assistant: Co-Teaching with Faculty.” Upgrading Graduate Student Teaching Positions. Roundtable. Modern Language Association, Austin, TX. January 9, 2016
- “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

PUBLIC HUMANITIES

- “Remotely Controlled.” Original digital art selected for The Art of Healing Exposition virtual gallery and “Daily Art” campaign. Supported by Vanderbilt University's Curb Center for Art, Enterprise & Public Policy, and the Masters of Public Health Program. September 2021–December 2022.
- “PetroPerú: Ciclo de entrevistas COPersaciones de Oro - Christ Gutiérrez Rodríguez, ganador del Premio Copé de Cuento 2012.” Video review of a prize-winning story as part of a series that highlights Copé winners of years past. (<https://youtu.be/HTSTzggxRfs>) December 6, 2020
- “Post-Boom Protestations.” Lecture and guided discussion at Brookdale Retirement Community, Nashville, TN, September 20, 2019

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

VANDERBILT UNIVERSITY

- SPAN 4755, “Latina and Latin American Women Writers”
- SPAN 4741, “Spanish American Literature of the Post-Boom”
- SPAN 4425, “Spanish American Literature from 1900 to the Present”
- SPAN 3893, “Special Topics in Hispanic Literature and Culture: Critique of Technology”
- SPAN 3375, “Film and Culture in Latin America: The Southern Cone”
- SPAN 1111, “Twentieth-Century Spanish American Literature in Translation” (First-Year Writing Seminar)
- SPAN 3850, “Borgesian Epistemology in the Age of the Internet.” (Independent Study)

STANFORD UNIVERSITY

ILAC 235/STS 200L, “Capstone Seminar: Critique of Technology” (Combined graduate and undergraduate seminar)
ILAC 131, “Introduction to Latin America: Cultural Perspectives”
SPALANG 5B, “Intensive Elementary Spanish II, Summer Session”
SPALANG 2, “Elementary Spanish II”
SPALANG 1, “Elementary Spanish I”
PORTLANG 2A, “Accelerated Elementary Portuguese II”
PORTLANG 1A, “Accelerated Elementary Portuguese I”

PRISON UNIVERSITY PROJECT AT PATTEN UNIVERSITY

- ENG 101B, “Reimagining Contemporary American Identity: Critical Reading, Writing and Thinking”

KEHILLAH JEWISH HIGH SCHOOL

- SPAN 2 “Second-Year Spanish”
- SPAN 1 “Spanish for Beginners”

ADVISING

GRADUATE

Margaret Kelly. Teaching Mentor of Fifth-Year Co-Teaching Practicum, Spanish and Portuguese, Vanderbilt U.
Co-taught course: Latin American Film and Culture. Fall 2022.
Danielle Dorvil. Teaching Mentor of Fifth-Year Co-Teaching Practicum, Spanish and Portuguese, Vanderbilt U.
Co-taught course: Latin American Film and Culture. Fall 2021.
Daniel A. Romero Suárez. Dissertation Committee Member. Spanish and Portuguese, Vanderbilt U.
Dissertation: *Latin American Poetry in the Era of Biomedicalization*. 2019-2020.
Jacob Brown. Teaching Mentor of Fifth-Year Co-Teaching Practicum, Spanish and Portuguese, Vanderbilt U.
Co-taught course: Spanish American Literature from 1900 to the Present. Spring 2020.

UNDERGRADUATE

Jessica Barker. Reader, Honors Thesis Committee, *Gender Inclusive Language in Spanish*. 2022-2023.
Yuna Jeon. Immersion Advisor, “Social Media and Social Movements: How Social Media Helps and Hinders Grassroots Activism Efforts.” 2021-2022.
Sally Johnson. Immersion Advisor, “Using the Spanish Language to Respect Gender Pronoun Preferences.” 2021.
Sarah Baldino. Advisor, Two summer internships in Los Angeles: “Introduction to Public Relations,” Human and Organizational Development; “Introduction to Production.” Cinema and Media Arts, Vanderbilt U. 2019.
Audrey Gill. Director, Honors Thesis Committee, *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.

UNIVERSITY SERVICE AND LEADERSHIP

Committee Member, Department of Spanish and Portuguese, Vanderbilt University

- Portuguese Evaluation Committee for Southern Association of Colleges and Schools (2021-2022)
- New Course Design Committee for “Contemporary Issues in Spanish Speaking World” (2019-current)
- Senior Faculty Representative ex officio, E. Inman Fox Romance Language Award (2021-2022)
- Chair, Awards and Fellowships Committee (2020-2021)
- Co-Teaching Committee (Spring 2020)

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.

SERVICE TO THE PROFESSION

Forum Delegate, Modern Language Association, LLC 20th- and 21st-Century Latin American. 2021-present

Editorial Referee, *Hispanic Studies Review*, *Hispania*, *Letras Hispanas*, *Perífrasis: Revista de Literatura, Teoría y Crítica, Transmodernity*

RELEVANT WORK EXPERIENCE

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

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); French (reading knowledge)