

ANNA CASTILLO

Iberian and Latin American Cultures
450 Serra Mall, Pigott Hall | Stanford, CA 94305
(704) 560-1529 | annacastillo@stanford.edu

EDUCATION

- Stanford University**, Ph.D. Candidate, *Iberian and Latin American Cultures* 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**, *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 & Comparative Literature* 2005-09
- Morehead-Cain Scholar, graduated with honors, and inducted into Phi Beta Kappa
 - Semester abroad, School of International Training, Oaxaca, Mexico

DISSERTATION DESCRIPTION

Advanced technologies now shape the way we talk, the way we look, and even the way we make love. My dissertation asks how contemporary productions in Latin American literature and film reflect what these changes mean for our intimate lives. “Plasticity” and “posthumanism” are two central, organizing principles of my research. Functioning as both noun and adjective, the word “plastic” refers to that which is easily shaped, but it can also signify something that gives shape, as in the case of plastic surgery. This bidirectional term—one that both gives and takes form—serves as a useful hermeneutic for reading posthuman intimacy in contemporary Latin American print and cinematic culture. By posthuman, I mean a way of understanding the irreversibly connected relationship between our species and a natural world that is rapidly being reshaped by technological interventions. My work is invested in both the flesh-and-blood impacts of these interventions and the symbolic influence of high-tech sexual allure on everyday intimacy. I argue that focusing on the plasticity of three posthuman figures—the android, the patient, and the avatar—requires a reconsideration of human companionship and what it means to be intimate. This research poses a contrast to anthropocentric views within the field of gender and sexuality studies by showing that human sexuality—be it queer or otherwise—has become progressively less human.

RESEARCH AND TEACHING INTERESTS

20th- and 21st-Century Latin American Literature and Film; Gender and Sexuality Studies; Technology Studies; Second Language Acquisition; Non-Traditional Students in Higher Education; Latina/o Cultural Production

PUBLICATIONS

WORK IN PROGRESS

“Black and Blond(e): Queer of Color Cyborg Writing.” *Textual Practice* (February-March 2017).

PEER-REVIEWED ARTICLES

“Explicit Complicity: A Grindr Narrative.” *Chasqui: Revista de literatura latinoamericana*. Under review.

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

- “**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. Scheduled for January 6, 2017 at noon
- “**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
- “**José Asunción Silva.**” Guest lecture in Spanish on selected poems for a survey course entitled “Spanish-American Literature” at San José State University. February 2, 2015

CONFERENCE PRESENTATIONS

- “**Kissing the Cockroach: Rethinking Intercourse through Materialism and *A paixão segundo G.H.***” Paper presented at the 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.***” Paper presented at the Feminisms and Rhetorics Conference, Stanford University. September 25-28, 2013
- “**The Trace of an Accent: Translation through Ghostwriting in *Budapeste* by Chico Buarque.**” Paper presented at the American Comparative Literature Association Annual Meeting, University of Toronto. April 5, 2013

WORKSHOP PRESENTATIONS

- “**How to Teach What You Don’t Know.**” Lunch talk for graduate students from across Stanford U. Hosted by the Center for Teaching and Learning. April 3, 2015

Microteaching Workshops. Run multiple times during academic year, these workshops allow instructors from diverse disciplines to prepare a 4-minute lesson, teach it, and receive feedback both from peers and me, the teaching consultant. Hosted by the 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 from across Stanford U. Hosted by the Center for Teaching and Learning. 2014-15

“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

“Common Classroom Challenges.” Workshop developed and presented for graduate students from across Stanford U. Hosted by the Center for Teaching and Learning. April 9, 2014

COURSES TAUGHT

SEMINARS

“Critique of Technology,” *Program of Science, Technology, and Society*, Stanford University

Designed and taught this seminar in collaboration with Héctor Hoyos, introducing 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. **Winter 2015 and Winter 2016**

“Intro to Latin America,” *Iberian and Latin American Cultures*, Stanford University

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**

LANGUAGE COURSES

Intensive First-Year Spanish, Summer Session, Part 2 (of 3), *taught in Spanish*, Stanford University

For 12 days, 4 hours each day, I brought novice and intermediate speakers up to the intermediate-mid level in Spanish through a concentrated, accelerated curriculum designed by me; 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, *taught in Portuguese*, Stanford University

Responsibilities included designing assessments, syllabus, and 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 (of 3), *taught in Spanish*, Stanford University

I planned and led 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, online videos, web content), computerized oral and written exams, and oral proficiency interviews. **Fall and Winter 2012-13**

REPRESENTATIVE AWARDS, GRANTS AND FELLOWSHIPS

Mellon Foundation Dissertation Fellowship	2016-17
Science, Technology, and Society Teaching Assistantship Grant Support for teaching a capstone course for the program	Winter 2016
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 All awarded to conduct research in Buenos Aires and Santiago	Fall 2015
Teagle Foundation Stipend for Teacher Training Support for teaching through the "Graduate Student and Faculty Collaborative"	2013-14
Foreign Language and Area Studies (FLAS) Fellowship Awarded to support the study of Portuguese	Summer 2012
Division of Literatures, Cultures, and Languages Research Fund Awarded to establish a reading group on gender and sexuality.	2012-13
Rotary Ambassadorial Scholarship Awarded to study literature for one year in Argentina	2010
Augsburg Lutheran Church Hine Fund Grant Enabled two-month internship with LGBT congregation in San Jose, Costa Rica	2009
Public Service Scholar Award Commendation for over 300 hours of service as an undergraduate	2009
Morehead-Cain Scholarship Full scholarship awarded for academic merit, service, leadership, and athleticism	2005-09

UNIVERSITY SERVICE AND LEADERSHIP

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

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 mentor Stanford undergraduates serving as writing tutors for the program. We discuss 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 was responsible for promoting greater awareness of available or needed resources in support of teaching and learning at Stanford. I also personally served as a resource on teaching-related questions for graduate students in the Division of Literatures, Cultures, and Languages and attended the annual "Conference on TA Training" each year.

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 (for example, Beauvoir's *The Second Sex* and Butler's *Gender Trouble*). It was a safe space for graduate students to field questions about feminist studies that we might not feel comfortable mentioning in class (for fear that we should already know the answer about such canonical texts). In other words, it was perfect for newcomers to gender studies.

RELEVANT WORK EXPERIENCE

Editorial Referee, *Letras Hispanas*. 2016

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 teaching and learning. 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-Present

TEACHING CERTIFICATIONS AND TRAINING

Preparing Future Professors: Stanford-San Jose State University Shadowing Program, 2014-15

Preparing Future Professors is a shadowing program that 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 served as a mentor for his master's students interested in doctoral studies.

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

LANGUAGES

English (native)
Spanish (near-native)
Portuguese (advanced)
Hebrew (novice)