

CURRICULUM VITAE
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DISSERTATION

“Material Remains: Narrating the Dead at al-Qasr al-Kabir.” Advisor: Lisa Surwillo. Readers: Roland Greene and Alexander Key. The dissertation examines Portuguese, Moroccan, and Spanish accounts of the battle of al-Qasr al-Kabir/Wadi al-Makhazin (4 August, 1578) as a moment of epistemological incommensurability across the straits of Gibraltar. I argue that these historical accounts—which range from on-the-ground reports from the Spanish ambassador in Portugal to Philip II of Spain, to eyewitness accounts written decades following the battle, to dynastic histories written several generations later—are all forced to deal with questions of historiographical authority and, despite the diverse historiographical traditions from which they emerge, resort to a similar strategy of establishing their right to narrate the battle in the epistemological ground provided by the corpses produced at the battle.

EDUCATION

- (2017, PhD expected) Stanford University. Iberian and Latin American Cultures. Department of Iberian and Latin American Cultures. Area of Concentration: Medieval and Early Modern Iberian Literature.
- (2010). Middlebury College. Nine-week intensive course in Advanced Modern Standard Arabic. Middlebury Summer Arabic School (Oakland, CA).
- (2010, MA). University of Pennsylvania. Hispanic Studies. Graduate coursework in Hispanic Studies.
- (2009). Arabic Language Center in Fez. Six-week intensive class in Elementary Modern Standard Arabic. (Fez, Morocco).
- (2008, MA). Middlebury College. Spanish. Middlebury College in Madrid.
- (2007, BA). Williams College (Williamstown, MA). Spanish with honors. *Cum Laude*. Honors thesis title: “A Representation of Minority Voices in 16th & 17th Century Spanish Literature.” Thesis advisor: Leyla Rouhi.

TEACHING

- (2016). Stanford University. Instructor. COMPLIT119 Travel Writing in the Pre-Modern Mediterranean. Department of Comparative Literature. Supervisor: Roland Greene. In this undergraduate seminar

of my own design, we explored canonical works of travel writing from European and non-European traditions. Readings will be drawn from such Arabic texts as Ibn Battuta's *Rihla*, Ibn Khaldun's *Muqaddimah*, and al-Ghassani's *Rihlat al-Wazir*, as well as selections of European travel writing such as Marco Polo's *Travels* and Fernão Mendes Pinto's *Peregrinação*. I was responsible for all aspects of the course, including syllabus design, lesson planning, grading, and discussions.

- (2016). University of California: Berkeley. Lecturer in Summer Session. Spanish 135 Spanish Inquisition and Multicultural Iberia. Department of Spanish and Portuguese. Supervisor: Ignacio Navarrete. In this intensive upper level undergraduate seminar of my own design, I introduced students to texts that asked them to consider interconfessional relationships on the early modern Iberian Peninsula. Readings in Spanish including selections from *El Abencerraje*, Francisco Núñez Muley's *Memorial*, Cervantes's "El amante liberal," and Francisco de Quevedo's "Execración contra los judíos."
- (2016). Stanford University. Teaching Assistant. CompLit 252B Classical Arabic Prose. Department of Comparative Literature. Supervisor: Alexander Key. In this mixed undergraduate and graduate seminar, we offered students a survey of canonical Arabic prose from the eighth through the twenty-first centuries. Readings in Arabic included selections from works by al-Jāhīz, al-Hamadhānī, Radwa Ashour, and Adania Shibli. I was responsible for meeting with undergraduate students about grammar and reading comprehension, as well as conducting sessions on the *maqāmāt* and Radwa Ashour's novel *Granada*.
- (2015). Stanford University. Teaching Assistant. CompLit 252A Classical Arabic Poetry. Department of Comparative Literature. Supervisor: Alexander Key. In this mixed-level seminar for undergraduate and graduate students, we introduced students to the canon of classical Arabic poetry from the sixth through the twenty-first centuries, with a focus on skills needed to read and understand written Arabic. Readings in Arabic included selections from the *diwāns* of Imru' al-Qays, Abū Nuwās, al-Mutanabbī, and Maḥmūd Darwīsh. I was responsible for grading assigned Arabic homework and conducted a session on Andalusī music and Ziryāb.
- (2015). Stanford University. Instructor. Spanish 5C Intensive First-Year Spanish. Stanford Language Center. Division of Languages, Cultures, and Literatures. Supervisor: Ali Miano. In this three-week intensive language class, I instructed thirteen students from a wide variety of educational backgrounds (high school, undergraduate, graduate) in a culturally oriented and communicative classroom, and was solely responsible for designing evaluations, lesson planning, and the day-to-day business of the classroom.
- (2014). Stanford University. Co-Instructor. CompLit 332 Transatlantic Renaissances. Departments of English and Comparative Literature. Supervisor: Roland Greene. In this graduate-level seminar of fifteen students, I served as co-instructor, lecturing on Pêro Vaz de Caminha "Carta" and Luis de Camões *Os Lusíadas*, and sharing grading. Readings included selections from Christopher Columbus's *Diario* and letters, Catalina de Erauso *La monja alférez*, selections from El Inca Garcilaso *Comentarios reales*, and selected poems by Garcilaso de la Vega.
- (2013). Stanford University. Instructor. Spanish 11C Second-Year Spanish (Cultural Emphasis). Stanford Language Center. Supervisor: Ali Miano. In this communicative language class, I taught a section of eight students, and succeeded in bringing all students from ACTFL oral proficiency levels of Intermediate-Mid to Intermediate-High. I collaborated in creating assessment materials, and was responsible for all other aspects of my own section, including lesson planning and grading.

- (2013). Stanford University. Co-Instructor of ILAC 120 Advanced Critical Reading in Spanish. Department of Iberian and Latin American Cultures. Supervisor: Lisa Surwillo. In this writing intensive class for undergraduate Spanish majors, I served as co-instructor with Professor Surwillo with support from a Teagle Foundation grant for undergraduate teaching in the humanities. I lectured on advanced grammar and writing topics, taught a section on Guaman Poma de Ayala's *Nueva corónica y buen gobierno*, and shared grading.
- (2012-13). Stanford University. Instructor. Catalan 1A and 2A Accelerated First-Year Catalan. Stanford Language Center with funding from the Institut Ramon Llull. Supervisor: Joan Molitoris. In this accelerated communicative language class intended for students with previous background in Romance languages, I taught two students, and was responsible for creating assessments and routine classroom matters. Readings included short fiction by Mercè Rodoreda.
- (2011-). Stanford University. Instructor. Spanish 1 First-Year Spanish. Stanford Language Center. Supervisor: Ali Miano. I taught a section of introductory Spanish to fifteen students as part of a sequence for fulfilling the university language requirement, and collaborated with other instructors in designing assessments, while being responsible for the daily dynamic and planning of my own section.
- (2009-10). University of Pennsylvania. Teaching Fellow. Spanish 110 Elementary Spanish. Spanish 130 Intermediate Spanish. Department of Romance Languages. Supervisor: Kate MacMahon. I taught a section of seventeen students in elementary Spanish and a section of nine students in intermediate Spanish.

PUBLICATIONS

- (In progress). “*Mancos, ahorcados, and a Royal Corpse: Narrative Authority of the Dead in Don Quixote.*” 25pp.
- (In progress). “Genre and the Dead in Catalina de Erauso’s *La monja alférez.*” 25pp.
- (Submitted, 2016). “Embodied Authority: The Virgin, Audience, and the Body of the Devotee in Marian Miracles.” *La corónica*, 28 pp. Accepted with revisions.

REVIEW

- (2010). Blackmore, Josiah. *Moorings: Portuguese Expansion and the Writing of Africa*, Minneapolis, MN, University of Minneapolis Press, 2008. *Ellipsis: The Journal of the American Portuguese Studies Association* 8: 162-64.

PROFESSIONAL PRESENTATIONS AND LECTURES

CONFERENCE PAPERS AT NATIONAL AND INTERNATIONAL PROFESSIONAL MEETINGS

- (2017). “Mediated Witnessing and the Indexing of Portuguese Empire.” Panel organizer. 62nd Annual Renaissance Society of America Meeting (Chicago).
- (2016). Participant. Intensive Summer Course: Al-Andalus, Problems and Perspectives. (Casa Árabe, Córdoba)

- (2016). “Dead Bodies and the Virgin: Historiography and Authority in Leitão de Andrade’s *Miscellânea*.” 51st Congress of Medieval Studies (Western Michigan University).
- (2016). “Juan de Silva, el Corcavado, and the Corpse of Sebastian I.” Invited talk. Colby College.
- (2015). “Body as Text and Text as Body: Corporeal Custody and *Ijāzas* in the *Ta`rīkh al-dawla al-sa`diyya*.” Center For Medieval and Early Modern Studies (Stanford University).
- (2015). “Royal Bodies Beyond the Iberian Peninsula at al-Qasr al-Kabir.” 50th Congress of Medieval Studies (Western Michigan University).
- (2014). “Accessing the Dead at the Battle of al-Qasr al-Kabir.” 60th Annual Renaissance Society of America Meeting (New York).
- (2013). “Corporeal Chroniclers and the Act of Historiography.” Center for Medieval and Early Modern Studies (Stanford University).
- (2013). “Historiography and the dead in Jerónimo de Mendonça's *Jornada de África* (1607).” Panel organizer. Centro de História d’Além-Mar International Congress (Universidade Nova de Lisboa).
- (2013). “*Aqui foi morto*: Writing the Dead at al-Qasr al-Kabir.” 48th Congress of Medieval Studies (Western Michigan University).
- (2012). Participant. XXVI Jornades Internacionals per a Professors de Català. Institut Ramon Llull (Universitat de Vic).
- (2012). “*Aqui foi morto*: The Material Problems of Death at the Battle of al-Qasr al-Kabir.” Graduate Student Conference on Latin American and Iberian Cultures (Columbia University).
- (2011). “Revising Race: Recognizing the Exotic in Zurara’s *Crónica do descobrimento da Guiné*.” Forum of African Studies (Stanford University).
- (2011). “‘Aissa and the Skull’: Manuscript Culture and Embodied Muslim Practice in Sixteenth-Century Iberia.” The Crisis of the Confined Body: A Conference in Romance Studies (University of California, Berkeley).
- (2010). “Grey Shades of Blackness in Gomes Eanes de Zurara’s *Crónica da Guiné*.” Renaissance Studies Annual Interdisciplinary Conference (Princeton University).
- (2009). “Transvestism: Performance, Persona, and Politics.” Graduate Romanic Association Conference (University of Pennsylvania).

GRANTS, FELLOWSHIPS, AND AWARDS

- (2016). ePortfolio Award. Collaborative Teaching Project. Stanford University.
- (2016). Finalist (one of 15 selected out of more than 900 applicants). Society of Fellows in the Humanities. Columbia University.
- (2016). Department Academic Support Grant. Departments of Comparative Literature and Iberian and Latin American Cultures. Stanford University. Funding to participate in Casa Árabe (Córdoba) Intensive Summer Course on al-Andalus.
- (2015). Division Professional Development Grant. Division of Literatures, Cultures, and Languages. Stanford University. Funding to attend MLA Annual Meeting in Austin.
- (2014). Department Professional Development Grant. Department of Iberian and Latin American Cultures. Stanford University. Funding to attend Medieval Congress at Kalamazoo.
- (2014). Department Professional Development Grant. Department of Iberian and Latin American Cultures. Stanford University. Funding to attend RSA Meeting in New York.

- (2013). Bolsa de Investigação de Curta Duração. Biblioteca Nacional de Portugal and Fundação Luso-Americana para o Desenvolvimento.
- (2013). Division Professional Development Grant. Department of Iberian and Latin American Cultures and Division of Literatures, Cultures, and Languages. Stanford University. Funding to attend Medieval Congress at Kalamazoo.
- (2012-2014). Grant recipient. Graduate Student and Faculty Collaborative Teaching in the Humanities. Teagle Foundation. Stanford University.
- (2011). Graduate Student Summer Research Fellowship. Abbasi Program in Islamic Studies. Stanford University.
- (2010). US Department of Education. Foreign Languages and Area Studies Summer Fellowship (Arabic).
- (2009). US Department of Education. Foreign Languages and Area Studies Summer Fellowship (Arabic).
- (2008-10). University of Pennsylvania. Benjamin Franklin Fellowship for PhD Study. Department of Romance Languages.
- (2007). Williams College. William W. Kleinhandler Prize for Excellence in Music.
- (2007). Williams College. Garret Wright DeVries, Class of 1932, Memorial Prize in Romance Languages.

ACADEMIC EMPLOYMENT

- (2010-12). Stanford University. Research Assistant. *Alhadith* Research Unit. Department of Iberian and Latin American Cultures. Supervisor: Vincent Barletta.
- (2007). Williams College. Research Assistant. Presidential Long-Range Task Force.
- (2005-07). Williams College. Peer Tutor for Chemistry and Spanish. Academic Resources Office.
- (2004). Princeton University. Research Assistant. Office of Population Research.

SERVICE AND OUTREACH

STANFORD UNIVERSITY

- (2011-2016). Stanford Chamber Chorale. Soprano.
- (2010-). Division of Literatures, Cultures, and Languages. Co-chair of Committee on Gender Problems and the Profession.

GENERAL PUBLIC

- (2015-16). Private Arabic language tutor. Stanford (CA).
- (2014-). St. Bede's Episcopal Church. Soprano Section Leader. Menlo Park (CA).

- (2014-). Private Spanish language tutor. Portola Valley (CA).
(2014-15). Private Spanish language tutor. Los Altos (CA).
(2011). Presentation on bilingualism to students from Abbott Middle School, San Mateo (CA).

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

Modern Language Association
Renaissance Society of America
American Comparative Literature Association
American Historical Association
The Spain and North Africa Project
Middle East Studies Association

LANGUAGES

English: Native fluency in reading, writing, speaking, and listening
Spanish: Superior proficiency in reading, writing, speaking, and listening
Catalan: Advanced-high proficiency in reading, writing, speaking, and listening
Arabic: Advanced-mid proficiency in reading and writing
Portuguese: Advanced-low proficiency in reading, writing, speaking, and listening
French: Advanced-low proficiency in reading

RECOMMENDATIONS

Lisa Surwillo, Associate Professor, Iberian and Latin American Cultures, Stanford University, surwillo@stanford.edu
Roland Greene, Mark Pigott KBE Professor in the School of Humanities and Sciences, Departments of English and Comparative Literature, Iberian and Latin American Cultures by courtesy, Stanford University, rgreene@stanford.edu
Alexander Key, Assistant Professor, Comparative Literature, Stanford University, akey@stanford.edu
Leyla Rouhi, Preston S. Parish '41 Third Century Professor of Romance Languages, Director, Oakley Center for the Humanities and Sciences, Williams College, lrouhi@williams.edu