

Allison Margaret Bigelow

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University of Notre Dame

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Academic Appointments

Associate Professor, Department of Romance Languages & Literatures, University of Notre Dame, 2025 - present

Tom Scully Discovery Chair Associate Professor, Department of Spanish, Italian, and Portuguese and Program in Latin American Studies, University of Virginia, August 2020 – 2025

Affiliate Faculty: WGS (2021); Center for Community Partnerships (2021); John L. Nau III History and Principles of Democracy Lab (2024); History (2025)

Assistant Professor, colonial Latin America, Department of Spanish, Italian, and Portuguese and Program in Latin American Studies, University of Virginia, 2014 – 2020

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

Memberships and Professional Associations

American Historical Association, American Society for Ethnohistory, Asociación de Estudios Bolivianos, Conference on Latin American History, Latin American Studies Association, Modern Language Association, Native American and Indigenous Studies Association

Research Groups

Multepal Project (2017-present); Black and Indigenous Feminist Futures Initiative (2021-2025); Consortium for the History of Science, Technology, and Medicine: Minescapes Working Group (2025-2026)

Education

Ph.D., English

University of North Carolina-Chapel Hill, 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.

M.A., English

University of North Carolina-Chapel Hill, 2007

B.A., Spanish Language and Literature

University of Maryland-College Park, 2003, summa cum laude and University Medal (highest honor for undergraduate student at UMD, awarded for academic achievement, service, and character)

B.A., English Language and Literature

University of Maryland-College Park, 2003, summa cum laude

Grants

PI, "Commissioning Indigenous Futurisms Artwork for the Former George Rogers Clark Park at UVA," Charlottesville Area Community Foundation Solidarity Fund, 2024 (\$26,200)

PI, with Rafael Alvarado, "Launching Digital Language Tools: K'iche' and Yukatek Maya Community Workshops," Center for Global Inquiry and Innovation, UVA, 2024-2025 (\$14,500)

PI, with Rafael Alvarado, "Methods and Results in Language Documentation Using Literary Digital Editions," Dynamic Language Infrastructure Program, National Science Foundation and National Endowment for the Humanities, 2022-2025 (\$249,101), Award #2109679

Co-PI, with Catherine Walden, Indigenous Studies Working Group, Karsh Institute of Democracy, UVA, 2022-2024 (\$30,000)

PI, with Rafael Alvarado and Lucie Stylianopoulos, "Promoting Language Learning in Maya Youth: A Digital Variorum of the *Popol Wuj* in K'iche' and Yukatek," 3 Cavaliers Program, Vice President for Research, UVA, 2021-2022 (\$60,000)

PI, "Encoding Maya Cosmovision: A Digital Variorum of the *Popol Wuj*," UVA Center for Global Inquiry and Innovation, 2020-2021 (\$15,000)

Co-PI, with Eve Danziger, AHSS/VPR Collaborative Research Award, UVA, Summer 2021 (\$6,000) and Fall 2018 (\$6,000)

Fellowships and Awards

Visiting Scholar, Program in Latin American Studies, Princeton University, June 2026

George Gurney Senior Fellow in Sculpture, Smithsonian American Art Museum, January-May 2026

Elected Member, Institute of Andean Studies, Berkeley, CA, 2023

Seven Society Monticello Dinner Series (research & teaching recognition), UVA, Fall 2023

Associate Professor Book Fellowship, Karsh Institute of Democracy, UVA, Summer 2023

Scholar of the Month, Society of Early Americanists, September 2022

Research Excellence Award, Vice President for Research, University of Virginia, 2022

Mellon Global South Fellow, Institute of the Humanities and Global Cultures, UVA, 2020-2021

Margaret Hannay Fellowship, Folger Shakespeare Library and SSEMG, July 2020

Arts, Humanities, and Social Sciences Research Award, University of Virginia, Spring 2020

Faculty Summer Stipend for Research in the Humanities, University of Virginia, Summer 2019

Mellon Arts Fellow, Indigenous Arts Initiative, University of Virginia, 2018-2019

John Carter Brown Library Associates Fellow, JCB, Providence, RI, March-May 2018

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 Latinx 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

Paul W. McQuillen Memorial Fellow, John Carter Brown Library, Providence, RI, Feb.-May 2010

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

Mining Language: Racial Thinking, Indigenous Knowledge, and Colonial Metallurgy in the Early Modern Iberian World (Omohundro Institute of Early American History and Culture for the University of North Carolina Press, May 2020).

Awards: Philip Pauly Prize for the History of Science in the Americas (History of Science Society, 2022); James Rawley Prize in Atlantic History (American Historical Association, 2021); Honorable Mention, Howard F. Cline Memorial Award in Ethnohistory (Conference on Latin American History 2021); First Book Award (Modern Language Association, 2021)

Media: [Shepherd.com](https://shepherd.com) (August 2021); [New Books Network](https://newbooksnetwork.org) (Science, Technology, and Society Series, July 2020); [Page 99 Test](https://page99test.com) (May 2020)

Book Talks: Department of Romanisches Seminar, Universität Tübingen (28 April 2022, Zoom, Literatura colonial with Hanno Erlicher); Department of History, University of Texas (4 May 2021, Zoom, HIS383M: Atlantic History with Jorge Cañizares Esguerra and Adrian Masters); Department of Romance Languages, University of Chicago (30 April 2021, Zoom); Department of History, University of North Carolina-Greensboro (9 February 2021, Zoom, HIST 408/508: Latin American Cities with Denisa Jahari); Institute for the Humanities and Global Cultures (30 Oct. 2020, Zoom, UVA); Departments of History and Spanish and Portuguese, University of Texas (Austin, TX, 10 March 2020).

Reviewed in: *NTM Zeitschrift für Geschichte der Wissenschaften, Technik und Medizin* 32.1 (2024); *American Historical Review* 128.4 (2023); *International Review of Social History* 67.2 (2022); *Technology and Culture* 63.2 (2022); H-LatAm (H-Net, 2021); *Latin American Research Review* 56.3 (2021); *The Americas* 79.1 (2021); H-Early America (H-Net, 2021); *Hispanic American Historical Review* 101.2 (2021); *William & Mary Quarterly* 78.1 (2021); *Mining History Journal* 28 (2021); *Bulletin of Spanish Studies* 97.10 (2020)

Articles and Book Chapters

With Teresa Pollak (Monacan Nation), “Hidden in Plain Sight: The George Rogers Clark Statue at the University of Virginia, 1921-2021.” *The Revolution at 250*, ed. Frank Coglianò and Patrick Griffin (Charlottesville: University of Virginia Press, 2026), pp. 85-98.

“Corn/Maize.” *Logomotives: Words that Change the World, 1400-1700*, edited by Marjorie Rubright and Stephen Spiess (Edinburgh: Edinburgh University Press, 2025), pp. 95-106.

“Incorporation and Erasure of Indigenous Knowledges in Spanish Colonial Metalwork,” *Silver: Transformational Matter*, ed. Helen Hill (London and Oxford: British Academy and Oxford University Press, 2023), pp. 21-38.

“Produção de conhecimento e trabalho forçado: o trabalho intelectual e os mundos dos mitayos andinos no período colonial tardio,” trans. Crislayne Gloss Marão Alfagali, *Mundos do Trabalho*, dossiê: “Vivendo nas minas: mineração e mundos do trabalho nos séculos XV-XVIII,” vol. 15, ed. Crislayne Gloss Marão Alfagali and Fidel Velázquez (2023): 1-21. DOI: [10.5007/1984-9222.2023.e95228](https://doi.org/10.5007/1984-9222.2023.e95228).

“The Crossroads of the World: Centering Indigenous Knowledge in Colonial Iberian Histories of Mining and Metallurgy.” *Relating Continents: Coloniality and Global Encounters in Romance Literary and Cultural History*, ed. Romana Radlwimmer (Berlin: De Gruyter, 2023), 205-224.

“Knowledge in Transition: Rethinking the Science of Sameness in Sor Juana’s New Spain.” *Latin American Literature in Transition pre-1492-1800*, ed. Rocio Quispe-Agnoli and Amber Brian (New York: Cambridge University Press, 2022), 315-330.

With Pablo Cruz, “Ingenios and Ingenuity: Rethinking Indigenous Histories of Silver in the Colonial Andean Mining Industry.” *Colonial Latin American Review*, Special Issue: “New Mining and Mining History,” edited by Tatiana Seijas and Dana Velasco Murillo, 30.4 (2021): 520-544. <https://doi.org/10.1080/10609164.2021.1996989>.

“Colonial Latin America.” *Cambridge Companion to Early American Literature*, edited by Bryce Traister (New York: Cambridge University Press, 2021), 218-232.

- 2022 Choice Outstanding Academic Title (American Library Association)

With Rafael C. Alvarado and Aldo Ismael Barriente, “*Popol Wuj*: Culture, Complexity, and the Encoding of Maya Cosmivision.” *Ethnohistory* 68.4 (2021): 491-516. <https://doi.org/10.1215/00141801-9157219>.

“Gained, Lost, Missed, Ignored: Vernacular Scientific Translations from Agricola’s Germany to Herbert Hoover’s California.” *Modern Philology* 119.1, Special Issue, “Multiplicities: Recasting the Early Modern Global,” ed. Carina L. Jonson and Ayesha Ramachandran (2021): 127-146. <https://www.journals.uchicago.edu/doi/10.1086/714995>.

With Rafael C. Alvarado, “Digital Resources: Mesoamerican Studies, and the *Popol Wuj*.” *Oxford Research Encyclopedia of Latin American History* (New York: Oxford University Press, 2020). <https://doi.org/10.1093/acrefore/9780199366439.013.799>.

With Catherine Addington, Karina Baptista, and Rafael Alvarado, “Decolonizing the Digital Humanities: Remediating the *Popol Wuj*.” *Transformative Digital Humanities: Challenges and Opportunities*, ed. Mary Balkun and Martha Deyrup (New York: Routledge, 2020), 7-17.

“Transatlantic Quechuañol: Reading Race Through Colonial Translations.” *PMLA* 134.2 (2019): 242-259. <https://www.mla-journals.org/doi/abs/10.1632/pmla.2019.134.2.242>

- 2021 Best Article in Colonial Latin American Studies by an Advanced Scholar (LASA Colonial Section)

“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 (2018): 91-123. [doi:10.1353/eam.2018.0004](https://doi.org/10.1353/eam.2018.0004)

“*Traduttore, traditore o traduttore, soccorritore*: La traducción y la recuperación del saber andino en la época colonial.” *ISTOR: Revista de historia internacional*, Special Issue: “El estudio de la minería latinoamericana: Escalas de abordaje, diversas fuentes y reflexiones teórico-metodológicas,” ed. David Navarette G. and Lorena B. Rodríguez 19.73 (2018): 41-56.

“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.

“‘Baço’, ‘Brown’, e ‘un milieu’: a tradução das cores e as categorias das castas das metais,” trans. Alexandre Belmonte and Leonardo P.B. da Costa, *As minas e o cotidiano do mineral: experiências humanas coloniais*, ed. Alexandre Belmonte and Christine Hunefeldt (Rio de Janeiro: Estudos Americanos, 2018), 123-138.

“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. <https://doi.org/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. <https://doi.org/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 (2014): 271-325. [doi: 10.1353/eal.2014.0024](https://doi.org/10.1353/eal.2014.0024).

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

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

Edited Volumes

With Thomas Miller Klubock, “Latin American Studies and the Humanities: One Year Later.” *Latin American Research Review* 54.4 (2019): 970-975. Essays by Hugh Cagle, Jason Oliver Chang, and Eileen Findlay, pp. 976-1120. <http://doi.org/10.25222/larr.1068>.

With Thomas Miller Klubock, “Special Collection: Latin American Studies and the Humanities: Past, Present, Future.” *Latin American Research Review* 53.3 (2018): 573-580. Essays by Karin Roseblatt, Jafte Dilean Robles Lomeli and Joanne Rappaport, and Arturo Arias, pp. 581-626. <https://doi.org/10.25222/larr.521>.

Public Writing and Scholarly Forums

Tiago Saraiva, Emily Pawley, Anita Guerrini, Leah Devun, Allison Margaret Bigelow, Tara Nummedal, Robyn D’Avignon, Joshua Nall, Michael Robinson, and Marga Vicedo, “Ten Must-Read Science Histories.” *Science*, 384.6702 (June 2024): 1292-1298.

“Graduate Education and Professional Development in the MLA Forums.” *Profession* (Winter 2020). 2,400 words. Online: <https://profession.mla.org/graduate-education-and-professional-development-in-the-mla-forums/>.

“Teaching Colonial Translations Through Archives: From Ink and Quill to XML (Or Not).” *Journal of Interactive Technology and Pedagogy*. Special Issue: Teaching and Researching with Archives, edited by Danica Savonik, Jojo Karlin, and Stephen Klein 14 (2019). 3,600 words. Online: <https://cuny.manifoldapp.org/projects/journal-of-interactive-technology-and-pedagogy-no-14>.

Allison Bigelow, Vivienne Westbrook, Daniel Carey, Carlo M. Bajetta, Mark Nicholls, Gordon Braden, Catherine Bates, Judith Owens, Claire Jowitt, Thomas Herron, Nicholas Popper, Eric Klingelhofer, Willy Maley, “Ralegh at 400,” *Spenser Review* 48.3 (Fall 2018). 250 words. Online: <https://www.english.cam.ac.uk/spenseronline/review/item/48.3.0/>.

“Feminism in the New Millennium: Reflections from a Colonial Classroom.” *Sixteenth Century Journal*, Special Section: Feminist Forum, ed. Whitney Leeson, 48.4 (2017): 896-900.

“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>.

Work in Progress

“Speculations: A Tentatively Collective History of Anonymous Miners in the Colonial Andes,” *Archives of Colonial Dis/Possession: Centering Non-European Perspectives on Wealth (15th-18th Centuries)*, ed. Romanna Radlwimmer (Berlin: De Gruyter). 6,000 words; submitted Feb. 17 2025 (invited contribution).

“Sacred and Profane: Andean *Wak’as*, Colonial Mining, and Extractive Scholarship,” *Cambridge History of Colonialism and Decolonisation*, vol. 2 (Colonialism in the Early Modern World), ed. Stephanie Smallwood, Evelyn Hu-DeHart, and Ananya Chakrabarty (New York: Cambridge University Press). 8,500 words, submitted May 15, 2025 (invited contribution).

Digital Work

“Multepal: Thematic Research Collection of the *Popol Wuj*.” This ongoing project created in collaboration with Rafael Alvarado (UVa Data Science Institute), undergraduate and graduate students at UVa, and researchers in Guatemala, Mexico, and the US, contains thematic entries and interpretative annotations that explain historical, cultural, and linguistic elements of the *Popol Wuj*. Repository: <https://github.com/Multepal>. Workspace: <http://multepal.spanitalport.virginia.edu/>.

Supported by: NSF-NEH Dynamic Language Infrastructure-Documenting Endangered Languages; UVA Vice President for Research, Center for Global Inquiry and Innovation, Mellon Indigenous Arts Initiative, Mapping Indigenous Worlds Lab, Office of Undergraduate Research, and Americas Center/Centro de las Américas

Media: Collaborative Indigenous Research Digital Garden ([Spring 2023](#)); UVA Today ([February 2022](#)); Charlottesville Daily Progress ([October 2021](#)); UVA College and Graduate School of Arts & Sciences ([October 2021](#)); UVA School of Data Science ([September 2021](#)); UVA Today ([May 2021](#)).

Podcasts:

“Digitalizing the Popol Wuj.” *UVA Global Research Bytes*, 19 November 2024. Available on [Instagram](#) and [UVA Global Communications](#).

“Mining in the History and Social Studies of Science.” *Consortium for the History of Science, Technology, and Medicine*. Conversation with Allison Bigelow, Victor Seow, and Jessica Smith. 1 April 2024. Available from [CHSTM](#), [Spotify](#), [Soundcloud](#), and [YouTube](#).

“Exploring the Popol Vuh with Allison Bigelow and Raf Alvarado.” *UVA Data Points*, 1 October 2022. Available on [Apple Podcasts](#), [Spotify](#), [Castos](#), and [YouTube](#).

“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. Available on [History Hub](#), [Soundcloud](#), and [Apple](#).

“Silkworms Blog.” 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. Available at: <https://silkwormsblog.wordpress.com>.

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

Wikipedia editor, “Literatura indígena” (SPAN 4500, Spring 2016). Eight collaborative student projects on understudied aspects of Indigenous history, literature, and culture. Available at: <https://es.wikipedia.org/wiki/Usuario:Alisoneditorial>.

Book Reviews

Van Buren, Mary. *Silver 'Thieves,' Tin Barons, and Conquistadors: Small-Scale Mineral Production in Southern Bolivia* (Tucson: University of Arizona Press, 2024). 264 pp, 28 figures, 9 maps. *Historical Archaeology*. <https://doi.org/10.1007/s41636-025-00595-y>.

Morrissey, Robert Michael. *People of the Ecotone: Environment and Indigenous Power at the Center of Early America* (Seattle: University of Washington Press, 2022). 272 pp. *H-Environment Roundtable Review*, 15.4 (2025): 22-25.

Barragán Romano, Rossana and Paula C. Zagalsky, editors. *Potosí in the Global Silver Age (16th-19th Centuries)*. Studies in Global Social History and Studies in the Social History of the Global South. Leiden and Boston: Brill, 2023. 489 pp. *Colonial Latin American Research Review* 34.1 (2025): 127-128.

Gansen, Elizabeth. *Natural Designs: Gonzalo Fernández de Oviedo and the Invention of New World Nature*. Philadelphia: University of Pennsylvania Press, 2023. Pp 248. *The British Journal for the History of Science*, 2024, 1-2. <https://doi.org/10.1017/S00070874200075X>.

Johnson, Sara E. *Encyclopédie noire: The Making of Moreau de Saint-Méry's Intellectual World*. Chapel Hill: Omohundro Institute of Early American History and Culture for the University of North Carolina Press, 2023. 394 pp. *Hispanic American Historical Review* 104.4 (2024): 721-722.

Cooley, Mackenzie. *The Perfection of Nature: Animals, Breeding, and Race in the Renaissance*. Chicago: University of Chicago Press, 2022. 353 pp. *Social History of Medicine* (2023): [online](#).

Chambers, Mark Milton. *Gray Gold: Lead Mining and Its Impact on the Natural and Cultural Environment, 1700-1840*. Knoxville: University of Tennessee Press, 2021. 258 pp. *William & Mary Quarterly* 79.2 (2022): 640-643.

Nieto Olarte, Mauricio. *Exploration, Religion and Empire in the Sixteenth-century Ibero-Atlantic World: A New Perspective on the History of Modern Science* (Maritime Humanities, 1400-1800). Amsterdam: Amsterdam University Press, 2021. 330 pp. *Isis: Journal of the History of Science Society* 113.4 (2022): 867-869.

Brockman, Sophie. *The Science of Useful Nature in Central America: Landscapes, Networks, and Practical Enlightenment, 1748-1838*. Cambridge: University of Cambridge Press, 2020. 283 pp. *Agricultural History* 95.3 (2021): 553-555.

Henne, Nathan C. *Reading Popol Wuj: A Decolonial Guide*. Tucson: University of Arizona Press, 2020. 230 pp. *Bulletin of Spanish Studies* 98.4 (2021): 672-673.

Pérez Marín, Yari. *Marvels of Medicine: Literature and Scientific Enquiry in Early Colonial Spanish America*. Liverpool: Liverpool University Press, 2020. 224 pp. *H-Net Reviews* (H-LatAm), March 23 2021. Online: <https://www.h-net.org/reviews/showpdf.php?id=56181>. 1,000 words.

Erbig, Jr., Jeffrey Alan. *Where Caciques and Mapmakers Met: Border Making in Eighteenth-Century South America*. Chapel Hill: University of North Carolina Press, 2020. 259 pp. *The Americas* 78.2 (2021): 334-335.

del Valle, Ivonne, Anna More, and Rachel Sarah O'Toole, editors. *Iberian Empires and the Roots of Globalization*. Nashville: Vanderbilt University Press, 2020. 328 pp. *Hispanic American Historical Review* 101.1 (2021): 147-148.

Voigt, Lisa. *Spectacular Wealth: The Festivals of Colonial South American Mining Towns*. Austin: University of Texas Press, 2016. 225 pp. *Revista Iberoamericana* LXXXIV.264 (julio-septiembre 2018): 821-824.

Arbesú, David, trans. and ed. *Pedro Menéndez de Avilés and the Conquest of Florida, A New Manuscript*. By Gonzalo Solís de Merás. Gainesville: University Press of Florida, 2017. 431 pp. *Journal of Southern History* 84.3 (2018): 697-698.

Bentancor, Orlando. *The Matter of Empire: Metaphysics and Mining in Colonial Peru*. Pittsburgh, PA: University of Pittsburgh Press, 2017. 404 pp. *Hispanic American Historical Review* 98.1 (February 2018): 119-120.

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

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

Conferences Organized

Seminario manuscritos mesoamericanos, 23 June-2 July 2025. Princeton University Special Collections, American Philosophical Society, and National Museum of the American Indian. Organized by Garry Sparks (Princeton) with Allison Bigelow (Virginia), Frauke Sachse (Dumbarton Oaks), and Manuel Castillo May (NMAI).

Society of Early Americanists, 13th Biennial Conference, 8-11 June 2023. University of Maryland and Washington, DC. Organized by Ralph Bauer (Maryland), Allison Bigelow (Virginia), Anna Brickhouse (Virginia), Lisa Brooks (Amherst), Sandra Gustafson (Notre Dame), April Langley (South Carolina), Alex Mazzaferro (UCLA), Joshua Piker (W&M), Marion Rust (Kentucky), Gordon Sayre (Oregon), Cassander Smith (Alabama), Kaitlin Tonti (Albright), Abram Van Engen (Wash U), Kelly Wisecup (Northwestern).

["Uq'ijol ri loq'olaj Popol Wuj \(El día del Popol Wuj\)."](#) 30 May 2022. Multepal Project, University of Virginia (Zoom).

["La codificación de la cosmovisión maya: Retos y oportunidades para investigadores indígenas en el Sur Global."](#) 13 April 2021. Institute of Global Humanities and Cultures, University of Virginia (Zoom).

["Decolonizing the Digital Humanities: Indigenous Arts, Histories, and Knowledges from the Material to the Screen."](#) 4-6 April 2019. University of Virginia. Organized by Allison Bigelow (Spanish, Italian, and Portuguese) and Douglas Fordham (Art). Program committee: Adriana Greci Green (Fralin Museum), Henry Skeritt (Kluge-Ruhe Museum), Amanda Wagstaff (Mellon Indigenous Arts Initiative), Karenne Wood (Virginia Foundation for the Humanities), and John

Unsworth (UVa Library). Sponsored by the Page-Barbour Fund for Interdisciplinary Initiatives, Buckner W. Clay Endowment at the University of Virginia Institute of Humanities & Global Cultures, Center for Global Inquiry and Innovation, Americas Center/Centro de las Américas, and Department of Art. Media coverage: [Cavalier Daily](#) and [DH@UVa](#).

“[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 Page-Barbour Fund for Interdisciplinary Initiatives and Center for Global Inquiry and Innovation. Selected papers published in *Latin American Research Review* (2018, 2019).

“[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 (Maryland) and Allison Bigelow (Virginia). Program committee: Ralph Bauer, Allison Bigelow, Alejandra Dubcovsky (UC-Riverside), Patrick Erben (West Georgia), Carlos Jáuregui (Notre Dame), and Luis Fernando Restrepo (Arkansas). 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, and Arts, Humanities, and Social Sciences Research Fund (UVa), 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

Andrea Pauw, “Forging Spain: Moriscos and the Making of the Nation.” February 20, 2025. Co-organized with Ricardo Padrón (Spanish). Sponsored by the Department of Spanish, Italian, and Portuguese.

Marisa Williamson (Studio Art), Robin García (Art), and Kody Grant (Tribal Liaison and citizen of the Pueblo de Isleta Nation), “Research Ethics and Public-Facing Scholarship: A Roundtable for Early Career Scholars.” January 30, 2025. Co-organized with Elizabeth Mirabal (Spanish). Sponsored by the Department of Spanish, Italian, and Portuguese.

Sergio Silva (PhD candidate in Spanish), “Brownbag on Work in Progress – Carve the Stone and Move the Body: How to Worship a Miraculous Image.” April 4, 2024. Sponsored by the Latin American Studies Program.

Sara Curruchich (Kaqchikel), Ruffin Artist in Residence, February 19-22, 2024. Co-organized with Miguel Valladares Llata and Lucie Stylianopoulos (Library), Lean Sweeney (History) and Federico Cuatlacuatl (Art). Sponsored by: A&S DEI Grants; Center for Global Inquiry and Innovation; UVA Library; Mellon Race, Place & Equity Program; Jefferson Trust; Karsh Institute of Democracy (working groups in Black and Indigenous Feminist Futures Initiative and Indigenous Studies); Office of Diversity, Equity, and Inclusion; Parents’ Fund; Sin Barreras; VP for the Arts; Visible Records.

Alejandro de la Fuente (Harvard), “Their ‘Exquisite Works’: Rewriting the Art History of Cuba.” Feb. 5-6, 2024. Co-organized with Carlos Velasco Fernández and Sam Riggs (Spanish). Sponsored by the Gerszten Family Visiting Professor Lecture series in Spanish, Italian, and Portuguese.

Stella Nair (UCLA), “Inca Ephemerality.” December 7, 2023. Co-organized with Douglas Fordham (Art). Sponsored by the Department of Spanish, Italian, and Portuguese and Department of Art.

Amyrose Foll (Virginia Free Farm/Abenaki heritage), Desiree Shelley Flores (Virginia Tech PhD candidate and Monacan Nation), and Sean “The Sioux Chef” Sherman (Ogala Lakota Sioux Nation), “Food Sovereignty,” September 14, 2023. Co-organized with Liah Lawson (UVA Native American Student Union and CLAS 2024), Shaleigh Howells (cultural resource officer, Pamunkey Nation), Rufus Elliott (Monacan Nation), Beth Roach (Nottoway Nation), Claire Payton (UVA Memory Project), and Vivian Feggans (UVA Karsh Institute of Democracy). Sponsored by the Karsh Institute of Democracy; Page-Barbour Fund; Office of Diversity, Equity, and Inclusion; and College of Arts & Sciences. Media: [UVA Today](#) and [NBC29](#).

Sean Austin (University of Arkansas), “From Warriors to Soldiers: Indigenous Mission Militias and Cultures of Violence in the Río de la Plata via Guaraní Worlds.” February 24, 2023. Co-organized with Brian Owensby (History). Sponsored by the Corcoran Department of History and the Department of Spanish, Italian, and Portuguese.

Brownbag Coordinator, 2022-2023. Talks by Rufus Elliott (Monacan Nation and Equity Center fellow, Sept. 9), Jim Igoe (Anthropology, Oct. 14), Henry Skerritt (Art History, Nov. 11), Katie King (PhD student in Music, February 10), Ganiyu Jimoh (PhD student in Art History, March 17), and Christian Cancho Ruíz (PhD student in Anthropology, April 14). Sponsored by the Interdisciplinary Doctoral Fellowship in Indigenous Studies.

Ajpub’ Pablo García Ixmata’ (Maya Tz’utujil, Universidad Rafael Landívar), “La medicina maya desde el *Popol Wuj*” (week-long virtual residency with class visits in SIP and open office hours in the School of Medicine and A&S). February 2021. Sponsored by the Vice President for Global Affairs.

Ajpub’ Pablo García Ixmata’ (Maya Tz’utujil, Universidad Rafael Landívar), Juana Cecelia Ixch’umil García Méndez’ (Maya Tz’utujil, Fundación Proyecto Lingüístico Francisco Marroquín), Saqijix Candelaria Dominga López Ixcoy (Maya K’iche’, Universidad Rafael Landívar), María Beatriz Par Sapón (Maya K’iche’, Universidad Rafael Landívar), Aj Xol Héctor Rolando (Maya Q’eqchi’, Academia de Lenguas Mayas de Guatemala), “Indigenous Scholars Platform” (class visits and public lecture, on Zoom), October 2020. Sponsored by the Mellon Indigenous Arts Initiative.

Nick Jones (UC-Davis), “Cervantine Blackness.” February 12, 2021 (Zoom). Co-organized with Ricardo Padrón (Spanish). Sponsored by the Gerszten Family Visiting Professor Lecture series in Spanish, Italian, and Portuguese.

Ralph Bauer (Maryland), “The Matter of the *Popol Vuh*: Death, Transformation, and Survival in Early (Latin) American Indian Literatures.” September 25, 2020 (Zoom). Sponsored by the Gerszten Family Visiting Professor Lecture series in Spanish, Italian, and Portuguese.

Lydia Fossa (UPC-ESAN), Diana Coronado (PUCP), María Claudia Delgado (PUCP), and Katherine López (PUCP), “Glosas croniquenses: Migrating a Database of Colonial Andean-Spanish Language Contact to UVA.” October 15-26, 2018. Co-organized with Eve Danziger (Anthropology). Sponsored by the VP for Research in the Arts, Humanities, and Social Sciences and the Americas Center/Centro de las Américas. Supported restructuring and new platform for <http://glosascroniquenses.github.io>.

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 (OIEAHC), "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 (UVA), "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 (Maryland), "A New World of Secrets: Apocalyptic 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

"Translatio Metallis: Rethinking Inter-American History and Periodization Through the Movement of Metals." Theorizing Translation in Latin America, University of Utah, April 2026.

"Sacred and Profane: Andean Wak'as and Colonial Extractions in 1569 and 1626." Medieval and Early Modern Studies Lecture Series, University of Michigan, March 24, 2025.

"Transnational History and Local Memory: How Chilean Copper Built Monuments to White Supremacy in the US South" (keynote). Methods workshop on historical translation (Oct. 2) and teaching session on *Mining Language* (Oct. 3). Archives of Colonial Dis/Possession: Centering Non-European Perspectives on Wealth (15th-18th Centuries). Goethe-University of Frankfurt Summer School, Cámara de Comercio, Sevilla, Spain, 30 Sept. – Oct. 4, 2024.

"Espacios conmemorativos a inicios del s. XX: ficciones de la historia colonial en los monumentos públicos." Seminario Estudios Transnacionales, Facultad de Ciencias Sociales, Universidad Nacional Mayor de San Marcos, Lima, Perú, 23 April, 2024 (Zoom).

"Saberes indígenas: Documenting Labor as Artisan Knowledge in the Colonial Mining Industry." Black and Indigenous Histories of Mining. Panel with Jenny Bulstrode and Allison Bigelow. Latin American Working Group, Consortium for the History of Science, Technology, and Medicine. 18 April 2024 (Zoom).

"Nuevos métodos y abordajes en la historia de la ciencia y tecnología: El archivo colonial y la documentación de los saberes indígenas." Seminario Estudios Transnacionales, Facultad de Ciencias Sociales, Universidad Nacional Mayor de San Marcos, Lima, Perú, 17 April, 2024.

"A Monument to Genocide: How Chilean Copper Built a White Supremacist Landscape in Jim Crow Virginia." Rocky Mountain Seminar in Early American History, University of Utah, 21 March 2024.

“Matter, Meaning, and Metals: Rethinking the Relationship of ‘Skilled’ and ‘Unskilled’ Labor in the Colonial Latin American Mining Industry.” Foro Latinoamericano, Carleton College, Northfield, MN. 21 April 2023.

“From Archive to Main Street: How Colonial Latin Americanists Can Redefine Our Field and Remake Community Landscapes.” Research Seminar Series of the Centre for Latin American and Caribbean Studies, University of Manchester. 7 December 2022 (Zoom).

“When Language is the Archive: A New Reading of Mining Technologies in the Colonial Caribbean.” Society for the History of Technology (Presidential Panel, “Technology and Empire: Caribbean Perspectives”). Presentations by Maria Portuondo, Allison Bigelow, and Daniel Rood. New Orleans, 10 November 2022.

“The Rights of Nature and the Imagination.” Framing Law and Literature in/from the Global South. Panel with Alberto Acosta, Alyse Bertenthal, and Allison Bigelow. Department of Global Studies, Modern Thought & Literature, and Materia Working Group, Stanford University, 3 March 2022 (Zoom and [YouTube](#).)

“Geography.” NEH-Folger Seminar on Early Modern Intersections in the American South. Panel with Allison Bigelow and Barbara Fuchs. University of Alabama, 16 February 2022 (Zoom).

“Mining, Refining, and the Place of Indigenous Knowledge in the Early Americas.” Response by Simon Siemianowski. Coloniality and Global Encounters in Romance History International Workshop, Universität Tübingen, 21 October 2021 (Zoom).

“Decolonizing the Present by Understanding the Past: Indigenous Histories of Science and Technology in Latin America and the Caribbean.” Celebration of Hispanic Heritage Month, Office of Diversity, Equity, and Inclusion, University of Virginia at Wise, 12 October 2021 (Zoom).

“Keywords and Challenges in Native American and Indigenous Studies: Naming, Language, Sovereignty, and Power in Library Studies and Information Science.” Subject Access Enhancement Learning Session, UVA Library, 11 October 2021 (Zoom). Available: https://libraopen.lib.virginia.edu/public_view/79407x291.

“Gold, Silver, Power, and Abuse: The Incorporation and Erasure of Indigenous Knowledges in the Colonial Americas.” The Matter of Silver: Trauma, Substance, Surface, Shimmer International, “Silver and Power: Questions of Values.” Presentations by Allison Bigelow and Tom Cummins. British Academy and the Department of History of Art, University of York. 26-28 July 2021 (Zoom).

“Mining the Archive: Decolonial Thinking and Indigenous Histories of Science and Technology.” Decoloniality and the Politics of History, “The Politics of Hybridity,” Department of Art History & Archaeology and the Institute of Latin American Studies at Columbia University and Institute for Studies on Latin American Art (New York). Presentations by Allison Bigelow and María Josefina Saldaña-Portillo. 14 May 2021 (Zoom).

“El archivo colonial: Retos y oportunidades para investigaciones comparadas.” Class visit to SPAN 798M, “Castilian Middle Ages and North America Neomedievalism,” Carmen Benito-Vessels. Sponsored by the Department of Spanish and Portuguese, University of Maryland-College Park. 20 April 2021 (Zoom).

“Repensando el archivo colonial: el saber indígena y las fuentes misionarias.” Class visit to HISP 494, *Literatura prehispánica*, Elena Deanda Camacho, Washington College, Chesterfield, MD, 29 March 2021 (Zoom).

“Lessons Learned from DH Teaching: The Multepal Project at the University of Virginia.” Using Digital Humanities in Your Teaching, Conference on Latin American History (AHA) Teaching Section. Presentations by Ernesto Bassi Arevalo and Allison Bigelow. 25 March, 2021 (Zoom).

“Mining Language, Racial Thinking, Indigenous Knowledge, and Colonial Metallurgy in the Early Modern Iberian World.” Science History Institute Lunchtime Lecture, Philadelphia, 2 Dec. 2020, broadcast live on [YouTube](#).

“Technical Literacies and Data Sovereignty: Some Problems in the History of Science and the Digital Humanities.” The Dialectic of Private and Public Knowledge in Early Modern Europe, William Andrews Clark Memorial Library (UCLA), Los Angeles, 12 April 2019.

“Documenting Indigenous Knowledges in a World of Data Sovereignty: Challenges Across Time and Media in the History of Science and Digital Humanities.” University of North Carolina-Asheville, 1 March 2019.

Seminar participant, “Digging the Past: Writing and Agriculture in the Seventeenth Century.” Directed by Frances Dolan. Folger Institute at the Folger Shakespeare Library, Washington, DC, 1-4 November 2018.

Respondent, *España y la costa atlántica de los Estados Unidos: Cuatro personajes del s. XVI en busca de autor*, by Carmen Benito-Vessels (New York: Academia Norteamericana de la Lengua Española, 2018). With Raquel Chang-Rodríguez. Library of Congress, 4 October 2018. [Available on YouTube](#).

“Technical Literacies and Data Sovereignty: Documenting and Remediating Indigenous Knowledges in Mesoamerica and the Andes.” John Carter Brown Library Fellow’s Talk, Providence, RI, 21 March 2018.

“Technical Literacies and Data Sovereignty: Documenting and Remediating Indigenous Knowledges in Mesoamerica and the Andes.” Indigenous Material and Visual Cultures Working Group, Center for 17th- and 18th-Century Studies, UCLA, Los Angeles, 21 February 2018.

“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. Available on [YouTube](#).

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://laili.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

“Plants, Minerals, and Academic Blindspots.” Outtakes from Recent Books II. Society of Early Americanists, College Park, MD, 8-11 June 2023.

“Language as Archive and Method: A View from Latin America, 1492-1700.” American Historical Association (Presidential Panel: “Language as Archive and Method”). Presentations by Allison Bigelow, Xóchitl Flores Marcial, Nicholas Q. Emlen, George Aaron Broadwell and Alejandra Dubcovsky, and Kathryn M. de Luna. Philadelphia, 6 January 2023.

Respondent, “Territoriality, Language, and Power in the Eighteenth-Century Ibero-American World.” Papers by Gabriella Villanueva Noriega, Luis Ramos, Karen Stolley, and Marija Blašković. Co-organized with Catherine Jaffe. American Society of Eighteenth Century Studies, Baltimore, 31 March – 2 April 2022.

Respondent, “Territoriality, Language, and Power in the Eighteenth- and Nineteenth-Century Iberian World.” Papers by Cara Kinnally, Santa Arias, and Ana Mateos. Co-organized with Catherine Jaffe. Co-sponsored by CLCS 18th Century and 18th-19th C. Iberian. MLA Convention, Washington, DC (Zoom), 6-9 January 2022.

“New Methods in Indigenous History.” Colloquy on Lisa Brooks, *Our Beloved Kin: A New History of King Philip’s War*. Society of Early Americanists, Atlanta, 7-10 March 2021 (Zoom).

“Indigenous Studies and Digital Humanities: The Multepal Project at the University of Virginia.” Digital Early America. Society of Early Americanists, Atlanta, 7-10 March 2021 (Zoom).

“Racial Inequities and Colonial Legacies: Teaching Colonialism at a Predominantly White Institution in 2020.” Teaching Colonialism Now: Roundtable on Undergraduate Teaching in Spanish. MLA Convention, Toronto (Zoom), 7-10 January 2021.

“The Nature of Metallic Matter: Materials-Based Methods in the Study of Mining.” Mining (in) the Archive: New Approaches to the Study of Mining in Colonial Latin America. AHA Convention, Chicago, 3-6 January 2019.

“Multepal: A Thematic Resource Collection About the *Popol Wuj*,” with Rafael Alvarado. Digital Decolonizations: Remediating the *Popol Wuj*. Roundtable with Pamela Espinosa de los Monteros, Will Hansen, Karina Baptista, and Catherine Addington. DH 2018, Mexico City, 25-29 June 2018.

“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 2018.

“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 2018.

“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 Montero Sobrevilla, and Chi-ming Yang; co-organized with Ryan Kashanipour. 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 Internationales, 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 ‘much a 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

“Colonial Histories of the Book in the Early Americas.” (Papers by Keri Holt, Ashley Cataldo, and Madeline Zehender.) Society of Early Americanists, College Park, MD, 8-11 June 2023.

“Writing Early American Science and Religion.” (Papers by Timothy Garrison, Annie Peters, and Kathryn Gray.) Society of Early Americanists, College Park, MD, 8-11 June 2023.

“Language, Power, and Territoriality in the 18th-19th Century Iberian World.” Co-organized with Catherine Jaffe. (Papers by Cara Kinnally, Santa Arias, and Ana Mateos. Response by Allison Bigelow.) Co-sponsored by CLCS 18th Century and 18th-19th C. Iberian. MLA Convention, Washington, DC, 6-9 January 2022 (Zoom).

“Power and Abuse: Racial Domination and Resistance in the Eighteenth-Century World.” Co-organized with Paul Kelleher. (Papers by Xine Yao, Jay Miller, Mitchell Gauvin, and Nienke Boer.) Sponsored by CLCS 18th Century. MLA Convention, Toronto, 7-10 January 2021 (Zoom).

“Afterlives of the Enlightenment: Sovereignty and Empire.” Co-organized with Sunil Agnani. (Papers by Jeffrey Glover, Alex Mazzaferro, Hannah Chaskin, and Maya Issam Kesrouany). Sponsored by CLCS 18th Century. MLA Convention, Chicago, 3-6 January 2019.

“The Future of Latin American Studies: Dialogs in the Humanities.” (Papers by Arturo Arias, Carmen Lamas, Jafte Robles Lomeli and Joanne Rappaport, and Karin Roseblatt.) 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 Convention, 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 Montaña.) 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 Notre Dame, Department of Romance Languages and Literatures

Introduction to Hispanic Literatures and Cultures (ROSP 30310)

By focusing on the Maya K'iche' narrative *Popol Wuj* (pre-1492, 1554-8, 1701-3) students examine how stories change over time, by culture, and through literary and material forms. We compare the modern poetic edition by K'iche' linguist Sam Colop (2008) with works in prose (México 1942), illustrated volumes by Mayas (Canadá 1999) and non-Mayas (US 2021), theater (US 2012), hip hop (Guatemala 2015), radio (US 2010), and ceramics (Belice, Honduras, México y Guatemala 600-1500 CE). We also read pre-1492 poetry and dances to see how modern writers and directors like Salarrué (El Salvador), Darío (Nicaragua), Carpentier (Cuba), Sánchez Caamal (Yucatán), and Spanish tourism agencies represent histories and cultures from Abya Yala in poetry, prose, theater, and videos. Maya scholars Zoom in to explain how they use the *Popol Wuj* in their community-engaged research and teaching. Students work actively in pairs or small groups during class, and they are encouraged to study together for the midterm exam (15%) and collaborate on final projects (20%), which can be critical, creative, or a combination of the two. Grades come largely from participation (30%), which consists of posting reflections as bullets, paragraphs, drawings with commentary, video uploads, invented dialogues, or annotated pdfs, credit-no credit reflective essays (20%), and “pláticas” (15%) with Maya students and scholars on Zoom or WhatsApp. In this way, the class helps students build familiarity and confidence working in a variety of written and spoken genres,

University of Virginia, College of Arts & Sciences Engagements Program

Sovereignty in a Time of Slavery: Indigenous States and the Atlantic World, 1492-1700 (EGMT 1530; Spring 2023-present)

In this two-credit module, 36 first-year students work in teams to analyze European and Indigenous governance and decision making. We pay particular attention to the contradictions in sources that articulated universal theories of human rights and participated in African and Indigenous slavery. Core readings include Hugo Grotius, John Locke, and medieval writers on the Crusades and the king's two bodies, as well as histories of Mexica statecraft, Purépecha and Andean communal sovereignty, and Indigenous feminisms. Most assignments are collaborative and credit/no-credit, in accordance with the program's approach to groupwork and low-stakes assessments. In a final project, students write for credit, adopting a critical, artistic, or hybrid approach that they develop with feedback from me and their group members. I assess the projects according to a rubric that we build collectively between weeks 3-4 of the quarter.

University of Virginia, Latin American Studies Program

Introduction to Latin American Studies (LAST 2050, Spring 2023)

In this 4-credit, writing-intensive course, students across the College get a snapshot of major theories and methods in Latin American Studies. After two weeks of foundational we move through units on Asian Latin America, Afro Latin America, Indigenous Abya Yala, and Latinx Américas. Guest

speakers from programs in Anthropology, History, Linguistics, Politics, Spanish, and the Equity Center present opportunities for interdisciplinary research and community engagement. Response papers, assessed for completion, invite reflection without anxiety about grades. Students interview a professor and possible mentor to practice writing questions that elicit specific forms of information. Then, they edit their wide-ranging conversations into succinct reports. In lieu of a traditional seminar paper, students find their “dream jobs” in Latin American Studies, make polished versions of their current résumés and ones that would get them the job, and write action plans explaining how they will get from where they are today to where they want to be. Throughout the semester, we engage in extensive in-class writing and editing, ranging from open-ended journaling and contemplative writing to structured paragraphs that they revise with feedback from me and their peers.

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

Latin American Digital Humanities (SPAN 7559 and 4993, Spring 2017. Co-taught with Rafael Alvarado (School of Data Science).

This seminar invited graduate and undergraduate students to collaborate in the on-going making of a [thematic research collection](#) of the *Popol Wuj*. 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 (Empédocles, Platón, Aristotles, Plinio, Avicena, Sa’d ibn Ahmad Ibn Luyūn al-Tujībī) and Indigenous cosmologies (Codice Cruz-Badiano codex, *Chilam Balam de Chumayel*) to understand how they shaped scientific works by authors who drew from both traditions: Gómez de Cervantes, Monardes, Cárdenas, Acosta, Barba. There were not any students in colonial studies when I arrived, so assignments focused on skills that students could apply to their fields, such as developing exam questions, taking a “mock comp” midterm based on the department format, and identifying archives for dissertation research. We met in small groups outside of class to workshop grants, leading to Arabic-language training at UVa’s [Summer Language Institute](#) (2015), [Arabic Codicology at El Escorial](#) (2016), [paleography at the Universidad Complutense de Madrid](#) and 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 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). I shared examples of grant applications (pre-dissertation, dissertation, post-dissertation) and we Skyped with scholars at the JCB (book history),

UT-Austin (HST), UMD (comparative literature), and Digital Humanities Initiative at UNC (digital pedagogy) to learn about their career paths, research agendas, and opportunities in their fields.

Survey of Colonial Latin America (SPAN 5800, Spring 2019, Fall 2020).

This course prepares students for [comprehensive exams in colonial literature](#) (pre-2020 curriculum) and orients them to issues in colonial studies, including the relationship between historical and literary methods, perceptions of colonial difference, Indigenous knowledges, and identify formation over the long colonial period (1492-1700). Students complete a “mock comp” midterm before completing a final project, which can be pedagogical, research-based, or digital, depending on the place of colonial studies within the student’s own career goals. In Fall 2019, we reserved 30 minutes of class time per day to discuss issues of professionalization, from how to study for comps and find an advisor to alternative academic careers and unwritten rules of tenure and promotion in academic departments. In Fall 2020, we dedicated this time to critical pedagogy in overlapping areas within colonial studies (Freire, hooks, decolonial and anti-racist pedagogy; teaching surveys, using maps in the classroom, incorporating digital materials).

Representing Sor Juana Inés de la Cruz (SPAN 4500, Fall 2016).

In this seminar, we spent half of the course with 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 indígena (SPAN 4500, Spring 2016, Spring 2020, Fall 2021).

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 early Americas? At first, I organized the class geographically, with 7 weeks on Mesamerica (*Popol Wuj*, *Visión de los Vencidos*, *Crónica mexicacoyotl*) and 6 weeks on the Andes (*Manuscrito de Huarochirí*, *Comentarios reales*, *Nueva crónica y buen gobierno*). Group 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). Final projects could be solo efforts or in groups, as seminar papers or [public-facing Wikipedia pages](#). Student evaluations asked to combine colonial and contemporary studies, so Spring 2020 I paired pre-1492 and early colonial works with contemporary pieces, such as *Nueva crónica y buen gobierno* and *Nueva crónica del Perú*, s. XX. This approach left students confused about what they read and watched; the mid-semester switch to online classes certainly did not help. In Fall 2021, I retained the chronological spread but focused only on Mayan writing. We spent seven weeks on pre-1492 art and literature and seven weeks on contemporary debates about education and social justice in Guatemala, southern Mexico, and the diaspora, including food, free trade, and language revival. Student feedback showed that this third try had the most effective learning outcomes and research quality.

Interpretando América Latina colonial (SPAN 4500, Fall 2014 and 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 2014-2020).

This survey begins with selections of Indigenous literatures, including the Maya narrative *Popol Wuj* and poetry from Nahuatl- and Quechua-speaking communities. We spend the second half of the term studying colonial writers who incorporate and reject Amerindian aesthetics and epistemes, including mestizo and creole writers like El Inca Garcilaso de la Vega, Sor Juana Inés de la Cruz, and medical knowledge holders, monolingual Nahuatl citizens who testify in land disputes, and multilingual Andean painter-authors like Guaman Poma de Ayala. 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 the neocolonial states faced by Afro-Latin and Indigenous communities today. We work closely with research librarians and Special Collections archivists, to enrich and complicate our study of colonial Latin American literatures and cultures. Students write two formal essays and revise one for their final portfolio. They also deliver oral presentations, take open-book quizzes, and collaborate in small groups on daily assignments, which represent the bulk of the grade. The assignment structure thus emphasizes writing and reading outside of class, and active speaking and listening during class.

Maya K'iche' (KICH 1010-2010, 2015-2025).

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).

Students in the course learned research methods in colonial archives and applied theories of translation to their work with pre-1800 texts. 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), Spring 2012

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), Spring 2011. 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 Pre-Colombian and colonial narratives of creation (Genesis,

Zuni, Maya, Mexico, 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), Fall 2009

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), Fall 2005-Spring 2008. 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

Temas actuales de la economía global (BUSI 617/SPAN 308), Fall 2010 and Spring 2011. 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), Fall 2006. 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), Spring 2009. With Russell Bither-Terry (UNC, Political Science), I coordinated the on-site academic and residential program details for 14 undergraduate students. 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 Linguattec Language Institute, Santiago de Chile and Mamiña, Chile

English as a Foreign Language Teacher (English I-V), September 2003-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, 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. Pablo Cruz, “Metals for the Inka: Mining, Power, and Religion in Qullasuyu,” trans. Allison Bigelow, *Rethinking the Inka: Community, Landscape, and Empire in the Southern Andes*, ed. Andrés Troncoso, Diego Salazar, and Frances M. Hayashida (Austin: University of Texas Press, 2022), 35-56.

Spanish/English. 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 Instituto Politécnico Tomás Katari. The non-profit agency was working with the hospital Georges Duez to purchase equipment for underserved communities in Sucre, Chuquisaca, Bolivia, and it hoped to attract foreign donors by circulating its proposal in English.

Maya/English. As the recipient of a FLAS fellowship for Level III of UNC’s Yucatec Maya Institute (2011), I spent two months working in Mérida, Yucatán, to produce a scholarly English-language edition of Feliciano Sánchez Chan’s *Ukp’él wayak’* (Seven dreams) designed for undergraduate teaching. Sánchez Chan presented portions of the work at Poesía Liriko Fest, Slovenia.

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

English/Spanish. In J-Term 2003, I interned with translators from the Global Resource Action Center for the Environment to translate their Factory Farm Project brochure into Spanish.

Languages

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

Service (University)

University of Notre Dame

Committee Member, Promotion and Tenure Review, ROLL, 2025

Search committee member, Afro Latin American literary and cultural studies, ROLL, 2025-26

University of Virginia

Department Leadership

Ombuds, Fall 2022-Spring 2024

Director of Graduate Admissions, 2023-2024

Director of Diversity, Equity, and Inclusion, 2020-2021; 2023-2025

Committees

Tenure & Promotion

Tenure Review, Federico Cuatlacuatl (Studio Art), 2023-2024. With Lawrence Goode (Art History, chair), Lydia Moyer (Studio Art), and Mona Kasra (Drama and Studio Art).

3rd Year Review (chair), Cole Rizki, 2023-2024. With Anne Garland Mahler (SIP) and Geeta Patel (Middle Eastern and South Asian Languages and Cultures/WGS).

Department Service

Graduate Committee, 2023-2025

Chair's Advisory Committee, 2020-2021; 2023-2024

Sponsored Events Committee, 2019-2023. Chair, Spring 2019-2023

Faculty Evaluation Committee (Tenured/Tenure Track), 2019-2021

Diversity, Equity, and Inclusion Committee, Spring 2019-2021

Graduate Student Summer Fellowship Awards Committee, 2015

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

College & University

Indigenous Political and Social Thought (speaker series), Karsh Institute of Democracy, 2022-25

Advisory Committee, Global Spanish Initiative, 2024-2025

Native and Indigenous Relations Committee, ODEI, 2022-2025 (steering committee, 2022-23; co-chair with Lauren Miller, 2023-2025)

George Rogers Clark Statue Committee, Office of the President, co-chair with Barbara Brown Wilson (2021) and Teresa Pollak (2022), 2021-2022

Interview committee, Director of Diversity, Equity, and Inclusion, University Advancement, 2021

Fulbright Interview Committee, Office of Citizen Scholar Development, 2019, 2021

Dean's Doctoral Fellowship Selection Committee, A&S Diversity Programs Office, 2018 and 2019

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

Searches

Postdoctoral Fellow in Race, Place, and Equity, School of Data Science, 2023

Assistant or Associate Professor of Afro-Brazilian Studies, Carter G. Woodson Department of African and African American Studies, 2022-2023

Assistant or Associate Professor of Afro-Latin Studies, Carter G. Woodson Department of African and African American Studies, 2022-2023

Assistant Professor of Spanish (medieval-early modern), Department of Spanish, Italian, and Portuguese, 2022-2023

Associate or Assistant Professor of Black Diasporas in the Américas, Carter G. Woodson Department of African and African American Studies and Dept. of Spanish, Italian, and Portuguese, 2021-2022

Assistant Professor of Native American and Indigenous Studies, School of Architecture and College of Arts & Sciences, 2021-2022 (chaired 2022)

Rising Scholars Postdoctoral Selection Committee, Dept. of Spanish, Italian and Portuguese and Program in Global Studies, 2021
Assistant Professor of Global South Studies, Mellon Global South Initiative and Department of Spanish, Italian & Portuguese, 2015-2016
Native North American and Indigenous Studies Postdoctoral Fellow, Americas Center/Centro de las Américas and Department of Anthropology, 2015-2016

Faculty Boards

Indigenous Studies Interdisciplinary Doctoral Fellowship, 2021-2025, with Sonia Alconini (Anthropology) and Douglas Fordham (Art) (2021-25), plus Eve Danziger (Anthropology), and Henry Skeritt (Art) (2022-2025)
Digital Humanities Faculty Advisory Council, School of Data Science, 2021-2025
Reviewer, Faculty Led Undergraduate Research, Center for Global Inquiry and Innovation, 2016

Dissertation Director, Spanish

Manuel Acevedo Reyes, “Racialized Erotics: The Production of Latinx-Caribbean Racial and Sexual Fantasy” (2024-present)

Winnie Pérez Martínez, “Futurity in the Politics of Self-governance within 21st-Century Caribbean Sci-Fi” (2023-present)

Catherine Addington, “St. Rafael Arnáiz Barón: Complete Works” (2019- 2021)

Dissertation Committee Member, Spanish

Eliud Encarnación Segura, “Los tránsitos de la lírica: Garcilaso de la Vega, Fernando de Herrera y la poética de la movilidad en la España del siglo XVI” (2024-present)

Sergio Silva, “Poetics of the Recumbent Body in the Seventeenth Century: John Donne, Hernando Domínguez Camargo, and Sor Juana Inés de la Cruz” (2020-2025)

Jesús Galindo Benítez, “Trans/feminicide: Gender Violence in Contemporary Mexico” (2023-2025)

Matthew Richey, “Transnational Dystopias in Contemporary Central American Fiction” (2017-2023)

Andrea Pauw, “Verses to Live By: Aljamiado Poetry in Mudejar and Morisco Communities” (2017-2020)

Jessica Marroquín, “Aesthetics Embodied: The *Danse* of the Santa Muerte” (2018-2020)

Loreto Romero Martínez Eiroa, “Anamorphosis: Reading and Imagining *La Celestina* on the Edge of Modernity” (2017-2019)

Nasser Meerkhan, “Between Granada’s Fading Glory and Castile’s Incipient Empire: Historiography and the Islamic Conquest in Medieval Iberia” (2016- 2017)

Melissa Frost, “Herbs that Madden, Herbs that Cure: A History of Hallucinogenic Plant Use in Colonial Mexico” (2015- 2017)

Alicia Salinas, “‘Tu táan yich in kaajal’ (The Face of My People): Contemporary Maya-Spanish Bilingual Literature and Cultural Production from the Yucatan Peninsula” (2014-2018)

Substitute Dissertation Committee Member, Spanish

Kristin Jeanbeth Connor, “Playing with Propaganda and Patronage: The Intersections of Masculinity and Public Image in Early Colonial Chilean Literature” (2016, replaced Gerli with 30 days’ notice)

Dissertation Committee Member, External Reader

Justin Stec, “Transpoetic Attention: T. S. Eliot and the Refraction of Early Modern Verse,” (English, 2024)

Christopher Whitehead, “The Lake Between: Kinship and Conflict in the Lake Champlain Valley, Creations – 1775” (History, 2024)

Alice King, “The Land of Tribute: Colonization and Tributary Networks in Connecticut 1620-1680” (History, 2023-2024)

Madeline Zehnder, “Companion Forms: Portable Objects and the Intimacies of Circulation in Nineteenth-Century America” (English, 2021-2022)

Rachel Johnson, “‘Conquered by Words or Taught by Senses’: The Body and Affects in Popular Catholic Devotion in the Eighteenth-century Spanish Atlantic” (History, 2018-2019)

Kimberly Hursh, “To Hell or Restitution”: Catholic Commercial Justice in New Spain, 1670-1757” (History, 2017-2019)

Alessandro Questa Robolledo, “Dancing spirits. Towards a Masewal ecology of interdependence in the northern highlands of Puebla, Mexico” (Anthropology, 2017)

Awarded the 2018 Fray Bernardino de Sahagún Prize for Best Doctoral Dissertation in Ethnology and Social Anthropology from the Instituto Nacional de Antropología e Historia

Lucas Carneiro de Carvalho, “The Village, the State, and Amerindian Shamanic Thought: Becoming Makushi in the Hinterland of Guyana” (Anthropology, 2015-2016)

MA Thesis Committee Member

Whistler Sommers, Architectural History, UVA School of Architecture, 2023-2024

Graduate Exam Committees (new PhD curriculum, Fall 2021-present)

Xavier Williams (contemporary Latin America/gender and sexuality) (2024-2025)

Josué Morales (early modern Spain/colonial Latin America) (2023-2024)

Eliud Encarnación Segura (early modern Spain/colonial Latin America) (2022-2024)

Sergio Silva (early modern Spain/colonial Latin America) (2020-2023)

Graduate Exam Committees (outside of Spanish)

María Triviño (Latin American philosophy), Religious Studies (2024-present)

Pre-exam advising

Filadelfia Soto (Latin America, Indigenous Studies, DH, Public Humanities) (2024-present)

Francis Whitfill, Jr. (early modern/colonial, coordinated with Ricardo Padrón) (2024-2025)

Graduate Mentorship

Advisor, Digital Humanities Graduate Certificate

Dusty Rovin (Anthropology), 2022-2025

Patricio Arriagada Soto (Spanish), 2021-2025

Robert Sanchis Álvarez (Spanish), 2021-2025

Gauri Jhangiani (English), 2021-2023

Mentor, The Mentoring Institute, Graduate & Postdoctoral Diversity Programs

Kelley Cordova (PhD Student, French), 2018-2023

Faculty Mentor, Race, Religion, and Democracy Lab

Sergio Silva (PhD Student, Spanish), 2020-2021

Jessica Marroquín (PhD Student, Spanish), 2018-2020

Faculty Mentor, Tomorrow's Professor Today, Center for Teaching Excellence

Karina Baptista (PhD Student, Spanish, 2017-2020)

Nora Benedict (PhD Student, Spanish, 2015-2017)

Kimberly Hursh (PhD Student, History, 2015-2016)

Co-creator, with Anne-Garland Mahler and Karina Baptista, Allies in the Academy, Diversity Programs, Office of Graduate and Postdoctoral Affairs, 2017-2019.

Undergraduate Advising and Mentorship

DMP advisor:

Madeline Snyder (Spanish), 2024-2025

Asher Friedman-Rosen (Spanish), 2023-2024

Capstone advisor, Rob Schwartz (Systems Engineering and Latin American Studies), 2021-2022

DMP external reader, Caroline Osborne (Anthropology), 2021- 2022

Major advising

2 students (Spring 2024; released from major advising, but students petitioned in)

4 students (Spring 2023: Latin American Studies program, interim director)

8 students (Spring 2022)

33 students (Spring 2021)

35 students (Spring 2020)

8 students (Spring 2019)

25 students (2016-2017)

28 students (2015-2016)

17 students (2014-2015)

Undergraduate Student Opportunities in Academic Research Mentor (USOAR), Office of Undergraduate Research.

Sofía Alejandra Marrero (2021-2024)

Aldo Barriente (2018-2022)

Ángel Estremera (2016-2017)

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 academic general faculty based on research interests.

Guest speaking

Panelist, Global Spanish Symposium, UVA College of Arts & Sciences, 10 April 2025.

“Applying for Graduate Fellowships,” PhD+ Program Summer Fellowship Series, University of Virginia, 6 June 2024 (Zoom).

“Sitting With Silences: The Challenges and Promises of Archival Work in Colonial Latin America and the Atlantic World,” PMCC 6000: Introduction to Pre-Modern Cultures and Communities (PMCC Graduate Certificate), 26 September 2023.

“Public Humanities and Digital Humanities,” DH Graduate Certificate faculty panel, 4 May 2023.

“Applying for Events Funding.” Introduction to Graduate Studies, Department of Spanish, Italian, and Portuguese, recorded 6 September 2022.

“Humanities Research at UVA.” Days on the Lawn Arts & Sciences Panel for Admitted Students. UVA Office of Admissions, 15 April 2022.

“Incorporating DEI Work into your Academic Outreach.” Panel with Rose Buckelew (Sociology), Seanna Leath (Psychology), and Allison Bigelow (Spanish, Italian, and Portuguese). Dean’s Doctoral Fellowship Program DEI Leadership Experience, Graduate School of Arts and Sciences, 5 November 2021.

“Introduction to the DH Graduate Certificate.” Meeting with Allison Bigelow (DH certificate faculty advisor), Brandon Walsh (Scholars’ Lab), and PhD students in Spanish. 8 October 2021 (Zoom).

“Applying for Grants and Fellowships.” Introduction to Graduate Studies, Department of Spanish, Italian, and Portuguese, 3 October 2021 (Zoom).

Future Faculty Programs Diversity Statement Workshop for Graduate Students and Postdoctoral Researchers. Graduate School of Arts and Sciences and PhD+, 29 September 2021 (Zoom).

“The Invasion of the Americas: Indigenous Women, Archival Silences, and Research Methods.” LAST 2050: Introduction to Latin American Studies. Instructor: Tom Klubock. 21 February 2021 (Zoom).

“Writing Job Market Statements about Diversity, Equity, and Inclusion,” Americas Center/Centro de las Américas Graduate Workshop, 13 November 2020 (Zoom).

“Applying to Grants and Fellowships.” Introduction to Graduate Studies, Department of Spanish, Italian, and Portuguese, 27 October 2020 (Zoom).

“Rethinking the Conquest of the New World.” LAST 2050: Introduction to Latin American Studies. Instructor: Eli Carter, 3 February 2020 (Zoom).

“Mining Down: Science and Translation in the Early Americas,” Rotunda Planetarium: Science and Learning in the University of Virginia’s First Library.” UVA Rotunda, 1 November 2019.

“Incorporating Indigenous Knowledges into the History of Science.” LAST 2050: Introduction to Latin American Studies. Instructor: Eli Carter, 4 February 2019.

“Library Materials for Indigenous Studies: A View from Colonial Latin America,” Indigenous Studies@UVa. Harrison Small Auditorium, 2 November 2018.

“Submerged Voices: Metadata, Indigenous Knowledges, and Colonial Science,” Libraries of the Future, Scholarship of the Past. John Carter Brown Library and Omohundro Institute of Early American History and Culture, Providence, RI, 31 May 2018.

“Representing Sor Juana Inés de la Cruz.” LAST 2050: Introduction to Latin American Studies. Instructor: Brian Owensby, 20 February 2017.

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

“Castas de metales, el saber indígena y la ciencia colonial.” Faculty Lecture Series, Casa Bolívar, Charlottesville, VA, 9 November 2016.

“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.

“Global Currents, Local Currencies: Copper Diplomacies in the Early Americas,” LAST 4050: Capstone in Latin American Studies. Instructor: Thomas Klubock, 8 February 2016.

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

“Indigenous Knowledges and the Science of Colonial Silver.” LAST 2050: Introduction to Latin American Studies. Instructor: Ricardo Padrón. February 9 2015.

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

Service (to the field)

Committees and Boards

Fellowship Selection Committee, Science History Institute, 2026

Pauly Prize Committee (1st book, Americas), History of Science Society, 2024-2026 (chair, 2026)

Nominating Committee, Society for the Study of Early Modern Women and Gender, 2022-24 (chair, 2023-24)

Fellowship Selection Committee, John Carter Brown Library, Providence, RI, 2022

Council Member, American Society for Ethnohistory, 2021-2023

ACLS/Mellon Dissertation Fellowship Committee: 2021-22, 2024-25

MLA Comparative 18th Century Studies Forum, 2018-2023 (chair: 2021-23; secretary, 2019-21)

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

Editorial Boards: [Coleção Estudos Americanos](#) (2016-present); *Latin American Literary Review* (2023-present); *Dieciocho* (2024-present); De Gruyter, *Romance Literatures and Cultures in Colonial Continuity* (2025-present)

Mentorship

Alison Collins (Zenobia Award Finalist), Wiñay Kawsay, Spring 2022

- Award given to designers and concepts underrepresented in the gaming industry. My role is to help Alison finalize her game, Wiñay Kawsay, in which players defend different historical interpretations of Machu Picchu using available evidence and their own analysis. Project description: <https://www.youtube.com/watch?v=JkoV5nKi2rs> (from Zenobia) and <https://www.youtube.com/watch?v=xyQ5LTXO8b0> (from Alison)

MLA Comparative 18th-Century Studies Forum, Spring 2019-Spring 2020 (organized the program, matched 10 students with faculty mentors, mentored Kevin Sedeño Guillén at the Univ. of Kentucky)

Workshops and Trainings

“Applying for Research Fellowships: Tips for Graduate Students and Early Career Scholars.”

Roundtable with Allison Bigelow, Mary Learner, and Jamie Gianoutsos. Organized by Tanya Schmidt and Susan Amussen. Society for the Study of Early Modern Women and Gender. New York University, 19 February 2021 (Zoom).

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

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

Grant Reviewing

Grant Reviewer, Social Science Research Council Canada (2024)

Fellowship Reviewer, “The Americas: Art and Literature (Scholarly Editions and Translations),” National Endowment for the Humanities, Spring 2019

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

Peer Reviewing

Peer Reviewer (reverse chronological order): *William & Mary Quarterly*, *Early American Studies*, *Language and Culture*, *Dieciocho*, *Estudios Atacameños: Arqueología y antropología surandinas*, *Early American Literature*, *Journal of Medieval and Early Modern Cultural Studies*, *Hispania*,

Journal of the Association for Information Science and Technology, *British Journal for the History of Science*, *PMLA*, Routledge, *Revista Telar del Instituto Interdisciplinario de Estudios Latinoamericanos*, *Contingencies: A Journal of Global Pedagogy*, Oxford UP (Physical Sciences), Palgrave MacMillan (Languages at War), *Historia Agraria*, *Renaissance Quarterly*, Maria Sibylla Merian Center (*Anthropocene as Multiple Crisis*, volume on Mining and Energy), University of British Columbia (RavenSpace Digital Publication), *Caliope*, *Ambix*, *Open Cultural Studies*

Manuscript Reader, Jennifer Tsien, *Revolutionary Louisiana*, Americas Center/Centro de las Américas, UVA. With Ralph Bauer, Juliane Braun, Anna Brickhouse, Gordon Sayre, and Jennifer Tsien. 21 May 2021 (Zoom).

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

Service (to the community)

Co-organizer with Teresa Pollak (Monacan), Samantha Solomon (Monacan), Virginia Busby (community member), Mark Sicoli (Anthropology), Jim Igoe (Anthropology), and Sylvia Chong (American Studies), “Relationship Building in the Monacan Nation: Youth Mentorship and College Preparation.” Sponsored by: Arts & Sciences Associate Dean for Diversity, Equity, and Inclusion (\$10,000), Americas Center/Centro de las Américas (\$1,500), VP for Enrollment (\$10,000) and Office of Admissions (\$10,000). Summer 2021-Summer 2022.

Invited Speaker, “Mother Mary Elizabeth Lange, Servant of God (1784-1882) and the Oblate Sisters of Providence,” Holy Women of the Americas, St. Anslem Institute, Charlottesville, VA, 30 April 2021 (Zoom).

Co-organizer and co-moderator, with Louis Nelson, Deacon Charles Williams, Erica Shortridge, and Catherine Addington, “Racism in Charlottesville’s Churches: A Conversation,” Church of the Incarnation and St. Thomas Aquinas, Charlottesville, VA, 14 July 2020 (Zoom).

Invited Speaker, “AVID: Closing the Achievement Gap in Education,” Cherry Hill Middle School, Elkton, MD, 18 December 2019. 2 classes (7th and 8th grade) (Skype).

Language Support and Accompaniment Teams, Public Sanctuary Project, Wesley Memorial United Methodist Church, Fall 2018-Spring 2019.

“Untold Histories from Colonial Latin America: Speaking is Silver, But Listening is Gold.” Our Sisters’ School (tuition-free independent school for girls from low-income families, grades 5-8), New Bedford, MA, 5 April 2018.

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 – 2020.

Paseo a UVA, Latino Student Alliance, Charlottesville, VA, 8 April 2015.

Teaching Interests

Colonial Latin America, history of science and technology, race and ethnicity in the early Americas, Indigenous literacies, Maya language and culture, translation

Academic References

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

Thomas Klubock, Corcoran Department of History and Program in 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, University of Virginia Press (formerly at OIEAHC)
210 Sprigg Lane, University of Virginia; nizimmerli at virginia dot edu