

ROSILIE HERNÁNDEZ
LAS ASSOCIATE DEAN FOR STUDENT ACADEMIC AFFAIRS
PROFESSOR OF HISPANIC STUDIES

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CURRICULUM VITAE

EDUCATION

1994-1998 University of California, Irvine, Ph.D., Spanish Literature, *Highest honors*
1991-1994 University of California, Irvine, M.A., Spanish Literature
1989 Università di Padova, Italy. Study Abroad Program.
1986-1990 Boston University, B.A., Art History, *cum laude*

ACADEMIC APPOINTMENTS

2019- Full Professor, University of Illinois Chicago
2017- Honors College Fellow, University of Illinois Chicago
2015- Faculty Affiliate of Catholic Studies, University of Illinois Chicago
2006-2019 Associate Professor, University of Illinois Chicago
2001-2006 Assistant Professor, University of Illinois Chicago
1998-2001 Assistant Professor, University of Illinois Urbana-Champaign.
1995-1998 Lecturer of Spanish, California State University, Long Beach.
1991-1995 Teaching Assistant, University of California, Irvine.

ADMINISTRATIVE APPOINTMENTS

June 2017- Associate Dean for Student Academic Affairs

August 2015-
May 2016 Director of Undergraduate Studies, Hispanic and Italian Studies

January 2011-
August 2012 Director for the School of Literatures, Cultural Studies, and Linguistics

May 2010-
December
2010 Associate Director for the School of Literatures, Cultural Studies, and Linguistics

August 2009-
May 2010 Visiting Assistant Dean for Foreign Languages

April 2007-
August 2009 Head, Department of Spanish, French, Italian, and Portuguese

August 2006-
April 2007 Director of Undergraduate Studies, Hispanic Studies Program

PROFESSIONAL DEVELOPMENT

2023 American Council of Learned Society's [Leadership Institute for a New Academy](#), Competitive, National.

LINA is a year-long pilot initiative designed to galvanize faculty to forge career paths in administration that will strengthen the humanities and drive forward-looking change. This program is generously funded by the Mellon Foundation for the academic year 2022-23.

2021-2022 Fellow, U of I System, [President's Executive Leadership Program](#), Competitive, system-wide.

PELP is a unique professional development program designed to broaden participants' understanding of higher education issues and to strengthen their leadership skills related to overseeing a public institution at the university or system level. The program consists of four multi-day seminars that take place in Chicago, Urbana-Champaign, Springfield, and Washington, D.C.

2012 [Fulbright International Education Administrators Awards](#). October 2012. Germany and France. Competitive, National.

The IEA Award is a seminar designed to help U.S. international education professionals and senior higher education officials create empowering connections with their counterparts and higher education systems of other countries. Awardees learn about the host country's education system as well as establish networks of U.S. and international colleagues over the course of an intensive two-week grant duration.

I. ADMINISTRATIVE PROFILE

I employ a holistic data-driven leadership approach, emphasizing the powerful connections between faculty research, student success and retention, curricular innovation, and program growth. Committed to UIC's research and access mission, I focus on the value proposition of the liberal arts and sciences as a site for the advancement of knowledge, research capability, and discovery that simultaneously supports the acquisition of highly sought-after competencies by our unique and diverse UIC student population.

I employ an asset-driven outlook and implement a flat-hierarchy management model that actively seeks inclusive collaboration and a wide net of thought partners. Closely collaborating with faculty, students, and staff, I aim to promote the value proposition and expand the impact of the liberal arts and sciences, foster faculty and staff development, support student academic and post-baccalaureate success, cultivate new audiences, and shepherd fiscal responsibility.

ADMINISTRATIVE RESPONSIBILITIES AND ACCOMPLISHMENTS

College of Liberal Arts and Sciences

June 2017- Associate Dean for Student Academic Affairs

My portfolio focuses on curricular policy and implementation, student success and retention programs, and diversity, equity, and inclusion initiatives, but often extends to all areas of practice pertaining to college operations.

Direct Reports

- Director for Educational Policy and Academic Programs
- Director for Student Success and Retention Initiatives

Primary Responsibilities

- Curricular innovation across the humanities, social sciences, interdisciplinary, and STEM units, responsive to faculty strengths, student demand, and instructional resources.
- Oversight of program and course creation and maintenance.
- Creation and oversight of college-wide student success and retention programs and targeted materials.
- Development and maintenance of LAS academic policy per campus policy.
- Ex-officio oversight of the LAS Educational Policy Committee, including special projects and charges.
- Oversight of LAS general education vision, teaching resources, and presentation to students.
- DFUW data analysis, reporting, and strategic redress.
- Oversight of the college's teaching excellence resources.
- Co-Chair, LAS Diversity and Equity Committee.
- Participation in LAS oversight of the Math and Science Tutoring Center.
- LAS point of contact for the Office of Diversity, Equity, and Engagement.
- LAS point of contact for the Office of Academic Program Development.
- LAS point of Contact for the Office of Academic Program Review and Assessment.
- LAS point of contact for the Higher Learning Commission Accreditation Process.
- Faculty and Executive Officer search management as assigned
- Oversight of promotion and tenure files as assigned.
- Oversight of sabbatical applications as assigned.
- LAS Dean's Office Liaison for Internal and External Program Review as assigned.
- LAS Student Academic Grievance Officer.

Notable Accomplishments

Curricular Innovation and Maintenance

Worked closely with and facilitated for departments the creation and revision of over 150 programs of study in LAS and across colleges, with an emphasis on identifying areas for program growth and innovation, recognizing departmental and cross-departmental areas of field and research strength, meeting UIC student needs and interests, prerequisite and placement mapping, and progress to degree pathways.

Focus on student data analysis, proven high-yield trends at peer institutions, corresponding areas of strength across college and UIC units and programs, and actionable strategies for innovation.

Careful consideration of how curricular decisions may result in increased enrollments, new revenue streams, and efficiencies in teaching rotations.

Educational Policy Committee (EPC)

Oversaw the approval of over 150 programs of study and hundreds of individual course approvals. Worked closely with the EPC in the creation of three new college teaching resource documents: 1) New practicable guidelines for online and hybrid instruction that encourage best practices and creative flexibility to address enrollment growth and the needs of new student markets; 2) the LAS general education advising document; 3) new guidelines for the writing-in-the-discipline requirement that is part of every LAS major.

Data Analysis and Student Success

Worked closely with the LAS Director of Data Analytics to make informed and data-driven decisions on curricular proposals, prerequisite maps, student success initiatives, and DFUW rates. For example, data analysis has led us to reconsider and revamp the articulation between math preparation, prerequisite statements, and placement thresholds in STEM gateway course series. It has also informed our decisions regarding specific interventions with first-generation and URM students and our collaboration with CATE in promoting and implementing inclusive teaching strategies.

Student Academic Support and Retention Programming

Founder of [First-at-LAS](#), a first-generation student academic support program. Created in the fall of 2019, First-at-LAS employs a holistic approach working closely with faculty in the classroom (in collaboration with CATE), faculty mentors, academic advisors, career coaches, and internship coordinators to improve the success and retention rate of first-generation students (including transfer students). The program has directly served over six hundred first-generation students in targeted programming and worked with over one hundred faculty members in the [CONNECT Mentorship Program](#). Its footprint is much larger given the work of the [First-at-LAS Faculty Fellows](#) in highly enrolled gateway courses and our collaboration with LAS 110 (first-year seminar) instructors and the LAS Career Development and Internship Office. The program offers additional opportunities for faculty and student involvement through the [Tell Me Your Story Campaign](#), [First-at-LAS Chats](#), the [Become Research Ready](#) program, the [College Toolkits](#), and other volunteer opportunities. In sum, even though First-at-LAS officially focuses on the assets and needs of first-generation students, it serves students of all identities and socio-economic statuses across UIC through its programming and faculty training initiatives. The program's success has been recognized by individual donors and an anonymous foundation, having garnered over \$550,000 in support in the last three years.

Oversee operations for the [LAS Undergraduate Research Initiative](#), which, under my leadership, has focused on inclusivity by working arduously to diversify the student applicant pool, seeking an increase in first-generation and non-honor college students who had in the past not traditionally understood this program to be designed for or accessible to them.

As requested, I consult with LAS Advising, LAS Recruitment and Engagement, and the LAS Career Development and Internship Office in the design and maintenance of high-touch supports that lead to student retention, success, and sense of belonging.

Donor Development

First-at-LAS has been acknowledged for its mission, rapid growth, and the quality of its work by donors who have contributed through targeted campaigns. In the first three years of operation, the program has received three distinct donations from a foundation that wishes to remain anonymous, totaling \$475,000, with another \$75,000 in individual contributions.

Diversity, Equity, and Inclusion

In addition to the work with First-at-LAS and LASURI, these projects are an extension of my assignment as co-chair of the LAS Diversity, Equity, and Inclusion Committee.

Creation and content management of the [LAS Advancing Racial Equity Strategic Planning: Resource Guide](#) website. The website aims to serve as a starting point for departments developing, revising, and implementing their campus-mandated Advancing Racial Equity Strategic Plans. In addition, I composed the college's Advancing Racial Equity Strategic Plan, which has been highly praised as an exemplary document by the Vice-Provost for Diversity, Equity, and Engagement at UIC. Moreover, I supported the plans' initial composition and subsequent revision and have recently met with LAS units to discuss phased implementation.

Creation and content management of the student and parent-facing [LAS Practicing Diversity, Equity, and Inclusion](#) website, emphasizing the college's commitment to DEI across its teaching, research, and service missions.

Creation and content management of the faculty and staff facing [LAS Diversity, Equity, and Inclusion Committee, Awards, and Resources](#) website. The website's objective is to keep our college faculty and staff informed of the charge, structure, and activities of the LAS DEI Committee, promote the LAS Diversity Awards, and curate college and campus resources focused on diversity, equity, and inclusion.

Teaching Excellence and General Education Resources

Created and manage the [LAS Teaching Excellence Resources](#) website, which curates for faculty innovative and research-sound methodologies to syllabus composition and teaching approaches, with a particular focus on inclusive teaching, active learning, and research-engaged pedagogy, as well as cultivating a sense of belonging, a growth mindset, and competency-based learning.

Created and manage the student-facing [LAS General Education Core](#) website and support materials for LAS advisors guiding students to connect academic skills and career competencies to their general education coursework. As an extension of this project, I created and manage the [LAS General Education: Teaching Resource](#) website to support faculty looking to implement best practices in their general education course content and delivery.

Created guidelines to transform traditional office hours to [Student Drop-In Hours](#), focusing on incentivizing student-faculty connections and sense of belonging leading to student academic success. The guidelines include the "Tell Me Your Story" prompt card designed to foster conversations and productive mentoring.

Marketing and Communications

Informed by my ongoing collaborations with LAS Marketing and Communications, LAS Career Development and Internship Office, LAS Recruitment and Engagement, and LAS Advising, I have created a working framework and developed the first draft of a strategic plan for the *LAS Future*

Ready campaign. When fully developed and implemented, the campaign will fold into one brand and narrative the marketing and presentation of college-wide research strength areas, individual faculty achievements, curricular innovation, student recruitment efforts, major exploration, student success initiatives, student career development and internships, and donor relations, among other ongoing and future college initiatives. *LAS Future Ready* was born out of my vision for the college under the tenure and advice of Dean Emerita Astrida Orle Tantillo. I hold intellectual property rights for the nomenclature and the plan's content.

School of Literatures, Cultural Studies, and Linguistics

**August 16,
2015-**

May 15, 2016 **Director of Undergraduate Studies, Hispanic and Italian Studies**

Volunteered to take on this responsibility to lessen the service load of junior faculty in my home unit. I oversaw the proposal and implementation of a revised and more efficient prerequisite map for the Hispanic Studies program. I also focused on promoting to prospective majors and minors the academic competencies that broadly anchor the humanities and foreign language study in particular, as well as study abroad programs.

**January 1,
2011 to
August 15,
2012**

Director for the School of Literatures, Cultural Studies, and Linguistics (LCSL)

Direct Reports

Appointed by the LAS Dean, Heads and Program Directors Report to the Director of the LCSL.

- Head, Department of Classics and Mediterranean Studies
- Head, Department of French and Francophone Studies
- Head, Department of Germanic Studies
- Head, Department of Hispanic and Italian Studies
- Head, Department of Linguistics
- Head, Polish, Russian, and Lithuanian Studies
- Director, Religious Studies Program
- Director, Moving Image Arts Program
- Director, International Studies Program

Appointed by and Report to the Director of the LCSL.

- Associate Director (Faculty Position)
- Assistant Director for Finance and Operations
- Assistant Director for Faculty and Academic Affairs
- Assistant Director for Graduate Programs
- Human Resources Manager
- Office Manager

Oversaw the operations, faculty affairs, promotion and tenure file preparation and LCSL endorsements, and instructional budgets of six departments, three programs, and the Language and Culture Learning Center. In addition, I oversaw the management of fifteen foreign basic language programs, including the Spanish Basic Language Program, the Heritage Spanish

Language Program, and the French Basic Language Program.

In collaboration with the LCSL Executive Committee (elected) and the Executive Officers for Hispanic and Italian Studies, French and Francophone Studies, Germanic Studies, Linguistics, Classics and Mediterranean Studies, and Polish, Russian, and Lithuanian Studies, I composed a strategic plan for future directions for school-wide research collaborations through carefully thought-out requests for faculty hires, development of new curricular pathways, and promotion of study abroad programs.

**May 16,
2010 to
December 31,
2010**

Associate Director for the School of Literatures, Cultural Studies, and Linguistics

Working closely with the Director, my focus was on student academic affairs, student success, curricular development and innovation, and cross-school research-oriented programming.

**August 16
2009 to
May 15,
2010**

Visiting Assistant Dean for Foreign Languages

Tasked with the formation of the School of Literatures, Cultural Studies, and Linguistics as per system statutes and university/college bylaws.

**April 1, 2007
to
August 15,
2009**

Head, Department of Spanish, French, Italian, and Portuguese

Direct Reports

- Associate Head (Faculty Position)
- Director of the Spanish Basic Language Programs (Clinical Faculty Position)
- Director of the Heritage Spanish Basic Language Program (Faculty Position)
- Director of the French Language Program (Clinical Faculty Position)
- Director of the Italian Language Program (Clinical Faculty Position)
- Director of Undergraduate Studies, Spanish (Faculty Position)
- Director of Graduate Studies, Spanish (Faculty Position)
- Director of Undergraduate Studies, French (Faculty Position)
- Director of Graduate Studies, French (Faculty Position)
- Director of Undergraduate Studies, Italian (Faculty Position)
- Coordinator of the Portuguese Language Series (Faculty Position)
- Assistant Director for Finance and Operations
- Assistant Director for Faculty and Academic Affairs
- Assistant Director for Graduate Programs
- Human Resources Manager
- Office Manager

I managed the operations, faculty affairs, course rotations, and instructional budgets for the four subdivisions of the unit. As head and in collaboration with leadership in the French program, I oversaw curricular policy, admission requirements, new program planning, and course rotations for the M.A. and Ph.D. in Spanish (Linguistics and Literary Studies Concentrations), M.A. in

French, Major/Minor in Spanish, Major/Minor in French, Teaching of Spanish, Teaching of French, and the Minor in Italian. I oversaw TA and non-tenure line hiring and managed adjunct instructional budgets for the Spanish Basic Language Program, the Heritage Spanish Language Program, the French Basic Language Program, the Italian Basic Language Program, and the Portuguese Language Series. Finally, I helped create, maintain, and staff study abroad programs in Europe, the Caribbean, and Latin America.

Focus on supporting faculty research output, mentoring faculty to successfully progress through the ranks, careful preparation of promotion and tenure papers, undergraduate and graduate student success, and promotion and inclusion in the decision-making processes of long-standing adjunct and clinical instructors.

**August 16,
2006-
March 30,
2007**

Director of Undergraduate Studies, Hispanic Studies Program

Designed, wrote the proposal for, and implemented a completely new Hispanic Studies major with three concentrations and efficient pathways to graduation. I have since revised this program to continue to meet student needs (especially in Spanish for the Professions) and streamlined even further the prerequisite map with an emphasis on retention and completion.

[SERVICE TO THE UNIVERSITY](#)

- Co-PI: Mellon Funded Engaged Humanities Initiative
- Member: Council of Associate and Assistant Deans (CAAD)
- Member (Selected): General Education Council
- Co-Chair (Selected): LAS Diversity Committee
- Co-Chair (Selected): LatinX Student Success Initiative Committee, Office of the Provost
- Co-Chair (Selected): Feasibility and Implementation of Micro-credentials Student Success Initiative, Office of the Provost
- LAS Representative: Big 10 Associate and Assistant Deans of Arts & Sciences Annual Meeting
- Member (Selected): Executive Committee for the Institute for the Humanities
- Member (Elected): Graduate College Award Committee, Humanities Division

II. RESEARCH PROFILE

SINGLE-AUTHORED BOOKS

Immaculate Conceptions: The Power of the Religious Imagination in Early Modern Spain. University of Toronto Press, 2019. This book did not include any previously published articles or volume chapters.

Reviewed in *Renaissance Quarterly*, *Hispanic Review*, the *Journal of Spanish Cultural Studies*, *Calliope*, and *Hispanófila*.

Bucolic Metaphors: History, Subjectivity, and Gender in the Early Modern Spanish Pastoral. Studies in the Romance Languages and Literatures Series, University of North Carolina Press, 2006. Reissued, April 1, 2018.

EDITED VOLUMES

Women's Literacy in Early Modern Spain and the New World. Co-edited with Anne J. Cruz. Vermont: Routledge, June 2011. Winner of the Society for the Study of Early Modern Women's Collaborative Project Award, 2012.

Disciplines on the Line: Feminist Research on Spanish, Latin American, and U.S. Latina Women. Co-edited with Anne J. Cruz and Joyce Tolliver. Juan de la Cuesta, 2003. Reissued, 2004.

REFEREED/BLIND PEER REVIEW: ARTICLES AND EDITED VOLUME CHAPTERS

"Mirrors, Self Portraits, and Visionary Exemplarity: An Analysis of the Guadalupe Chapel, Royal Discalced Convent, Madrid." Tentative Volume Title: *Space Matters in Early Modern Spanish Culture*. Ed. Mary Barnard and Frederick de Armas. Iberic Series, University of Toronto Press. Forthcoming, Fall 2023.

"'Que este desengaño ha llegado tan tarde:' Reflections on disillusionment in *Don Quixote, I*, *Don Quixote*, and *Man of la Mancha*." *Cervantes: Bulletin of the Cervantes Society of America*, 41.1, 2021: 79-106.

"Dios me entiende y no digo más: Nominalism, Humanism, and Modernity in Don Quijote." *Millennial Cervantes: New Currents in Cervantes Studies*. Ed. Bruce Burningham. New Hispanisms Series, Lincoln: University of Nebraska. June 2020: 25-50.

"The Law of Genre/Gender in Don Quixote: Cervantes's Feminism Reconsidered." *Sexo y género en Cervantes/Sex and Gender in Cervantes*. Eds. Mercedes Alcalá Galán and Esther Fernández. Kassel: Edition Reichenberger. August, 2019.

"Chapter 16. Didactic Treatises." *The Routledge Research Companion to Spanish Early Modern Women*. Ed. Anne J. Cruz and Nieves Baranda Leturio. New York: Routledge, 2018. 255-70.

"Tratados Didácticos." *Las escritoras españolas de la edad moderna, (1500-1700). Historia y guía para la investigación*. Baranda Leturio, Nieves, and Anne J. Cruz, eds. Madrid: Universidad Nacional de Educación a Distancia (UNED) Press, 2018: 405-28.

"Reproductive Genesis: Mothers and Children Martín Carrillo's Elogios de mujeres insignes del viejo testamento." *The Formation of the Child in Early Modern Spain*. Ed. Grace Coolidge. Vermont: Ashgate. Spring 2014. 19-39.

"What is us? Cervantes, Pedro de Valencia, and Ricote's Return in the Quixote." *Cervantes in Perspective*. Ed. Julia Domínguez. Iberoamericana/Vervuert. Spring, 2013. 109-126.

"Furio Ceriol, Sancho Panza, and Althusser: Machiavelli's Prince Reconsidered." *Bulletin of the Cervantes Society of America*. Fall, 2012: 11-36.

"The Politics of Exemplarity: Biblical Women and the Education of the Spanish Lady in Martín Carrillo, Sebastián de Herrera Barnuevo, and María de Guevara." *Women's Literacy in Early Modern Spain and the New World*. Co-editors Anne J. Cruz and Rosilie Hernández. Vermont: Ashgate. June 2011. 225-41.

"Luisa de Padilla's Lágrimas de la nobleza: Vice, Moral Authority, and the Woman Writer." *Bulletin of Spanish Studies*. 87:7 (November 2010): 897-914.

"Cervantes's Don Quixote and the Arbitrista Reform Project: The Case of Aldonza Lorenzo." *Romance Quarterly*. 57. 3 (May 2010): 169-182.

"Cristóbal Suárez de Figueroa and Isabel Correa: Competing Translators of Battista Guarini's *Il Pastor Fido*." *Romance Notes*. XLVI.1 (2005): 97-105.

"Jarifa's Choice: A Gendered Reading of *El Abencerraje y la hermosa Jarifa*." *Bulletin of Spanish Studies*. LXXIX (2002): 429-446.

"Don Quixote's Dorotea: Portrait of a Female Subject." *Hispanófila*. 135 (2002): 19-39.

"La fuerza del amor or the Power of Self-Love: Zayas's response to Cervantes's *La fuerza de la sangre*." *Hispanic Review*. 70 (2002): 39-57.

"The Absence of the Absence of Woman: Cervantes's Don Quixote and the Explosion of the Pastoral Tradition." *Bulletin of the Cervantes Society of America*. XVIII.1 (1998): 24-45.

"Cervantes's *La Galatea*: Feminine Spaces, Subjects, and Communities." *Pacific Coast Philology*. XXXIII (1998): 15-30.

INVITED: VOLUME CHAPTERS

"The Virgin Mary in the Writings of Early Modern Spain Religious Women." *Routledge Encyclopedia of the Renaissance World*. Forthcoming, 2023.

"Writing Theology for a King: Sor María de Ágreda, Philip IV, and the Gender Politics of *Mystical City of God*." *En el paraíso de los altares*. Prensas Universitarias de Zaragoza. Forthcoming, 2023.

"Women Writers: Religious and Secular." *Spanish Golden Age Literature. Oxford Handbook Series*. Oxford University Press. Forthcoming, Fall 2023.

"Friends in High Places: The Correspondence of Felipe IV and Sor María de Ágreda." *Perspectives on Early Modern Women in Iberia and the Americas: Studies in Law, Society, Art, and Literature*. Eds. María Cristina Quintero and Adrienne Martín. New York: Arte Poética, 2015. 422-42.

"Isabel Correa: Traducción transformativa de *Il pastor fido* de Guarini." *Actas del XIV Congreso de la Asociación Internacional de Hispanistas, II: Literatura española, siglos XVI y XVII*. January, 2004: 291-297.

"Busco la muerte en mi daño, que ella es vida a mi dolencia": Diversas manifestaciones de la muerte en *La Galatea*." *Estas primicias del ingenio: Jóvenes Cervantistas en Chicago*. Eds. Francisco Caudet and Kerry Wilks. Madrid: Editorial Castalia, 2003. 113-33.

“Isabel Correa’s Transformative Translation of Guarini’s *Il Pastor Fido*.” *Disciplines on the Line: Feminist Research on Spanish, Latin American, and U.S. Latina Women*. Eds. Anne J. Cruz, Rosilie Hernández-Pecoraro, and Joyce Tolliver. Newark, Delaware: Juan de la Cuesta, 2003. 125-44.

BOOK REVIEWS

María Morrás, Rebeca Sanmartín and Yonsoo Kim (eds.). *Gender and Exemplarity in Medieval and Early Modern Spain*. Brill, 2020. Forthcoming, *Renaissance Quarterly*, Spring 2023.

José Javier Ruiz Ibáñez y Gaetano Sabatini (eds.). *La Inmaculada Concepción y la Monarquía Hispánica*. Madrid, FCE y Red Columnaria, 2019. *Cuadernos de Historia Moderna*, 45 (2), 2020: 745-48.

Javier Irigoyen-García. *The Spanish Arcadia: Sheep Herding, Pastoral Discourse, and Ethnicity in Early Modern Spain*. University of Toronto Press, 2013. *University of Toronto Quarterly*, 2016: 536-7.

Isabel Torres. *Love Poetry in the Spanish Golden Age: Eros, Eris, and Empire*. *Hispanic Review*, 83 (4), 2015: 491-4.

Mirzam C. Pérez. *The Comedia of Virginité: Mary and the Politics of Seventeenth-Century Spanish Theater*. *Theater Research International*, 39 (2), 2014: 158-9.

Gigi Dopico Black. *Perfect Wives, Other Women: Adultery and Inquisition in Early Modern Spain*. *Journal of Spanish Cultural Studies*, 2 (2), 2010: 245-6.

GRANTS, FELLOWSHIPS, AND AWARDS

2016-2017	LAS, Mid-Career Award, Humanities Division. Selected. One award per academic year awarded to an LAS Humanities Faculty.
2015-2016	LAS Dean’s Award for Faculty Research in the Humanities; Project—Performing the Immaculate Conception: The Virgin as a Character in the Spanish Comedia.
2014-2015	LAS Dean’s Award for Faculty Research in the Humanities; Project—Portraits of Mary as a Young Child: Between Immanence and Transcendence.
2014-2015	Faculty Fellow. Institute for the Humanities, University of Illinois at Chicago. One-year research fellowship. Competitive, LAS.
2013-2014	LAS Dean’s Award for Faculty Research in the Humanities; Project—Images of the Virgin of the Immaculate Conception and Spanish Early Modern Painting.
2001	Underrepresented Faculty Recruitment Grant, University of Illinois at Chicago.
2000-2001	Newberry Library, Monticello College Foundation Fellowship. Competitive, National. Project Title: <i>Fantasies of Nation and State: Early Modern Spain and the Emergence of the Modern Subject</i> .
1998	“Careers in the Early Modern Period: The Artist in an Age of Imperial Culture.” National Endowment for the Humanities Summer Institute for College and University Teachers. Penn State University. Competitive, National.

FEATURED INVITED LECTURES AND SYMPOSIA

“The Virgin Child: Mary’s Infancy and the Immaculist Imaginary in Villena, Ágreda, and Zurbarán.” Public Lecture, Department of Spanish and Portuguese. University of Wisconsin, Madison. February 23, 2018.

“The Name and its Performance: Cervantes’s *Don Quixote*.” *Cervantes and Shakespeare: A Transnational Conversation*. The Newberry Library, April 15, 2016.

“Cervantes’s Don Quixote, Nominalist Theology, and Perspectivism.” Barack Obama Graduate Seminar. Johannes Guttenberg University, Mainz, Germany. December 4, 2015.

“Immaculate Conceptions: The Religious Imagination in Counter-Reformation Spain and the Americas.” Ideology of Form Series. Johannes Guttenberg University, Mainz, Germany. December 3, 2015.

“Immaculate Conceptions: The Religious Imagination in Counter-Reformation Spain.” Fellows Lecture, Institute for the Humanities, UIC. March 2015.

“Friends in High Places: The Correspondence of María de Ágreda and Phillip IV.” Early Modern Women: New Perspectives. Medieval, Renaissance, and Baroque Society Symposium. University of Miami, February 2015.

RECENT and FORTHCOMING CONFERENCE PAPERS

“Exemplarity and Authority in Sor María de Ágreda’s *Mística ciudad de Dios*.” Renaissance Society of America Annual Conference. Forthcoming, San Juan, March 8-10, 2023.

“Philip IV as the Ideal Reader of María de Ágreda’s *Mystical City of God*.” GEMELA Biennial Conference. Universidad de Valencia. October 6-7, 2022.

Workshop on María de Ágreda, the representation of the Immaculate Conception, and the process of canonization. Attending to Women Conference, Newberry Library, September 30-October 1, 2022.

“The Virgin Mary’s Divine Purpose in Christ’s Adult Life in Agreda’s *Mystical City of God*.” The Power of Divine Revelation and Religious Women’s Cultural Production in Spain and the Americas. Renaissance Society of America Annual Conference. Virtual. April 13, 2021.

“Mirror, Image, Icon: The Border between the Self and the Other at the Guadalupe Chapel, Descalzas Reales Convent, Madrid.” Staging Space in Early Modern Arts and Letters. Renaissance Society of America Annual Conference. Toronto. March 2019.

“Ventriloquizing the Virgin: María de Ágreda and the Appropriation of Mary’s Voice.” GEMELA Biennial Conference. UNED, Madrid. October 25-27, 2018.

“To bear with unbearable sorrow: Suffering in Don Quixote and Man of la Mancha.” National Cervantes Symposium. University of Calgary. September 27-29, 2018.

Workshop: “The Gendered Religious Imagination: Selfhood and Agency in Early Modern Spanish Women’s Culture.” Attending to Early Modern Women Conference. Milwaukee. June 14-18, 2018.

“Concepción maravillosa: Women Theologians and the Doctrine of the Immaculate Conception of Mary.” The Gendering of Theology and Catholic Polemics by Early Modern Spanish Women Writers. Renaissance Society of America Annual Conference. New Orleans. March 2018.

“Genre, Gender, and the Modern Novel: Cervantes’s Feminism Reconsidered.” Texas Cervantes Symposium. University of Texas, Austin. November 2017.

“Performance, the Quijote, and Modernity: Genre and Selfhood in a Contingent World.” Renaissance Society of America. Chicago. April 2017.

"Madre del Verbo Humanado:" María de Ágreda's Retelling of Revelations 12 in Mística ciudad de Dios." GEMELA. Puerto Rico. October 2016.

"Performing the Immaculate Conception: The Virgin as a Character in the Spanish Comedia." Renaissance Society of America Annual Conference. Boston. May-April 2016.

"Self-Knowledge in a Radically Individualized World: From Petrarch to Cervantes's Don Quijote." Don Quijote and the Mediterranean World. University of Texas, Austin. October 2015.

"Will Over Reason: Resonances of William Ockham's Thought in Don Quijote Part II." Cervantes Society Symposium, 2015. Newberry Library, Chicago. April 2015.

"Portraits of Mary as a Young Child: Between Immanence and Transcendence." Renaissance Society of America Annual Conference. Berlin. March 2015.

"The Poetics of the Immaculate Conception: Justa poética en defensa de la pureza de la Inmaculada Concepción de la Virgen Santísima." GEMELA. Lisbon. September 2014.

Roundtable—The Future of Cervantes Studies. National Cervantes Symposium. Chicago 2014.

"The Politics of Contemplation in Counter-Reformation Spanish Art Treatises." Renaissance Society of America. New York. March 2014.

"Who Will Birth the Messiah? Representations of Biblical Mothers in Martin Carrillo's Elogios de mujeres ilustres del viejo testamento." Building Bridges. GEMELA. Portland 2012.

"Immaculate Conceptions: Ágreda and Pacheco's Figuration of a Mystery." Medieval, Renaissance, and Baroque Symposium Early Modern Women: New Perspectives. University of Miami. Florida. February 2012.

"Martín Carrillo's Elogios de mujeres insignes del viejo testamento and the Didactic Poetic Text: Correspondences and Divergences." Society for Renaissance and Baroque Hispanic Poetry. Belfast, Ireland. September 2011.

"Don Quijote and the Moralistic Tradition: Where Have the Good Men Gone?" Ninth Annual Cervantes Symposium. Newberry Library. Chicago. April 2009.

"Moral Literature: Female Audience and Female Authorship." Educating Gender: Women's Literacy in Early Modern Spain and the New World. University of Illinois at Chicago. April 2009.

"Machiavelli, Cervantes, and Althusser: On the Topic of Moral versus Political Virtue." On Cervantes; Or What You Will. Panel Sponsor: The Cervantes Society of America. Renaissance Society of America. Chicago. April 2008.

[WORK IN PROGRESS](#)

Book Manuscript: *Sor María de Ágreda: Exemplarity, Individuality, and the Self-Creation of a Female Saint*. Two of four chapters completed.

Co-authored article on 18th century representations of Sor María de Ágreda in the Latin America.

Ph.D. DISSERTATIONS, CHAIR

Michael Gismondi	Forthcoming / Saint Theresa of Avila: Humility Redefined.
Jill Quarles	Forthcoming / “Si hubiese muchas buenas”: Reexamining marriage and moral agency within the early modern literary cannon.
Lisa James	Forthcoming / Mediating Letters in Early Modern Spain: From Nebrija to the Picara
Xabier Granja	2015 / Fracaso Cortesano: Exceso Masculino Y Rearticulación De La Hegemonía Cultural En María De Zayas
Jelena Sanchez	2012 / La Tramoyera: A New Role for Women in the Golden Age Comedia De Capa Y Espada.
Clara Herrera	2010 / Caminos De La Perfección Y Construcción De La Santidad En La Nueva Granada: Lectura De Tres Casos.
Montserrat Perez	2008 / Profession, Vocation Or Duty?: Economic Discourses Of Woman’s Work In Golden Age Spanish Literature.

SERVICE TO THE PROFESSION

- Executive Board, President (Elected): GEMELA (Grupo de estudios de la mujer en España y América Latina). August 2018 to October 2022.
- Executive Board, Vice-President (Elected): GEMELA (Grupo de estudios de la mujer en España y América Latina). 2016-2018.
- Executive Board, Member (Selected): Society for Renaissance and Baroque Hispanic Poetry.
- Executive Board, Member (Elected): Cervantes Society of America. 2015-2018.
- Advisory Board, Member. Routledge Encyclopedia of the Renaissance World. Ongoing.

Book Reviewer:

- *Hispanic Review*
- *Theater Research International*
- *Journal of Spanish Cultural Studies*
- *University of Toronto Quarterly*
- *Cuadernos de Historia Moderna*

Article Reviewer:

- Bulletin of the Cervantes Society of America
- Bulletin of Spanish Studies
- *Caliope*
- *Revista de filología Española*
- *Hispanófila*
- *Letras Femeninas*
- Early Modern Women: An Interdisciplinary Journal

- The Sixteenth Century Journal

Conference Organizer:

- International Biennial Conference for the Society for Renaissance and Baroque Hispanic Poetry, forthcoming September 2023. Conference to be held at UIC.
- National Cervantes Symposium, sponsored by the Cervantes Society of America; University of Illinois at Chicago, April 2015.

Organizer and Chair of Panels:

- Cervantes Society of America Conference
- Grupo de estudios de la mujer en España y las Américas,
- Renaissance Society of America
- Modern Language Association
- Attending to Women Annual Conference.