

**Allison M. Bigelow**

Department of English and Comparative Literature  
School of Romance Languages  
307 Greenlaw Hall, CB 3520 (English) • Chapel Hill, NC 27599  
Box 407 Dey Hall, CB 3170 (Spanish)  
01.919.942.7715 • abigelow at email dot unc dot edu

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**Education**

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**Ph.D., English**

University of North Carolina-Chapel Hill, in progress since August 2007  
*Dissertation proposal meeting*: January 2009  
*Qualifying exams completed*: October 2008

**M.A., English**

University of North Carolina-Chapel Hill, May 2007  
*Thesis*: Literary Transculturations: The Erotic Energy of Sor Juana Inés de la Cruz's and Edward Taylor's Religious Verse

**B.A., Spanish Language and Literature**

University of Maryland-College Park, May 2003, summa cum laude and University Medal  
Concentration: Translation  
Study Abroad: Instituto Internacional, Madrid, May – July 2001

**B.A., English Language and Literature**

University of Maryland-College Park, May 2003, summa cum laude  
*Thesis*: (In)Articulations of National Identity: Physical and Human Natures in Charles Brockden Brown's *Edgar Huntly*, <http://www.english.umd.edu/programs/Honors/ENGL370/anthology/bigelow.htm>

**Papers Delivered**

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“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, Society of Early Americanists Sixth 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.

**Papers Accepted**

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“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, FL, 10-13 May 2010.

“Exceptionalism in the Americas: Aphra Behn's *Oroonoko* and Sor Juana Inés de la Cruz's *La Respuesta*.” Rethinking Colonial Texts, 2009 LASA Congress, Pontifícia Universidade Católica do Rio de Janeiro, 11-14 June 2008.

## **Fellowships and Grants**

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Paul W. McQuillen Memorial Fellow, John Carter Brown Library, Providence, RI, February-May 2010  
FLAS (Foreign Language and Area Study), Yucatec Maya, US Department of State, June-July 2009  
Mellon Conference Travel Grant, Institute for the Study of the Americas, UNC, June 2009 (declined)  
Bahr Travel Grant, Department of English & Comparative Literature, UNC, October 2008  
Hornstein Fellow, Phi Kappa Phi Graduate Fellowship, September 2005 – May 2006  
Research Grant, UMCP Honors Program, May 2002  
Walter T. Shirley Literacy Scholarship, UMCP College of Arts and Humanities, May 2002  
Donald N. Langenberg Scholarship, UMCP, October 2001

## **Teaching and Professional Experience**

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### **UNC, Department of English and Comparative Literature**

**Survey of English Literature: More to Milton (English 120).** In my two recitation sections, designed to complement the twice-weekly lecture delivered by Reed Barbour, I select a theme that relates to the questions addressed in lecture and guide the students in a close reading of the text. I also help students to identify research questions for their 3 short essays (5-7 pages) and longer paper (10-15 pages), which I subsequently grade.

**Rhetoric and Composition I: “Global Writing” (English 101).** I manage full responsibility for 18 students who complete 9 assignments split into 3 units: popular, academic, and professional discourse communities. In each unit, students address questions of ethnicity, nationality, race, class, and gender as they move through the writing process. They brainstorm, draft, and revise diverse assignments like outlines, literature reviews, research papers and oral presentations. Throughout the semester, they keep journals and provide each other with feedback designed to improve their editing and writing skills. They use those skills to revise 4 assignments from the semester into their final portfolios.

**Rhetoric and Composition II: “The Business of the University” (English 102).** Following the same structure and responsibilities as English 101, I lead students in a more targeted approach to college writing. Our 3 units broadly address questions of evidence and epistemology in the sciences, humanities, and business fields. In the first two units, students work in teams to write grant proposals and deliver presentations on questions of economics, marketization, and public universities. In the business unit, students draft their own résumés and cover letters and go on mock interviews conducted by other 102 instructors.

**Graduate Research Assistant (Jane Thrailkill, Pam Cooper, and Erin Carlston).** Between September 2005 and May 2006, I fact-checked, copy edited, and wrote footnotes for professor Jane Thrailkill’s *Affecting Fictions* (Harvard 2007). I also performed literature searches for professors of postcolonial and modernist literatures for professors Pam Cooper and Erin Carlston. In Fall 2006 I worked for professor Carlston on a short-term project that involved locating and classifying journal articles.

### **UNC, School of Romance Languages, Department of Spanish**

**Spanish for Advanced Beginners, Intermediate Spanish (Spanish 105, 203).** I manage full responsibility for 19 students, leading them through a communicative program that emphasizes 4 core skill areas: speaking, listening, reading, and writing. I collaborate with teams of graduate instructors, lecturers, and professors to write exams, approve exams, plan lessons, and create course materials.

### **UNC, Office of Study Abroad Programs**

**Resident Co-Director (UNC in Havana).** With Russell Bither-Terry (UNC, Political Science), I coordinated the on-site academic and residential program details for 14 undergraduate students in Spring

2009. We organized a weekly speaker series and programmed cultural events for the students, enhancing their academic schedule with visits to galleries, ballet, and 3 provinces. With Ariana Curtis of American University, 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. I served as the primary point of contact for all oral communications between and among UNC, Universidad de la Habana, and the Residencial El Costillar de Rocinante

#### **Eli Research Inc., Durham, NC**

**Editorial Assistant.** While writing my MA thesis option in the summer of 2006, I worked 20 hours a week to create original content for 4 bi-monthly professional newsletters and monthly e-newsletters. I also reviewed 6 bi-monthly newsletters before publication while collaborating with the managing editor and 2 editorial assistants to meet deadlines.

#### **Bridge Linguattec Language Institute, Santiago de Chile and Mamiña, Chile**

**English as a Foreign Language Teacher (English I-V).** Between September 2003 to August 2004, and April to August 2005, I taught 30 group classes and 9 private classes in Santiago de Chile and on-site in BHP Billiton's Cerro Colorado asset. As a consultant for diverse multinational companies in the capital and the copper mine alike, I tailored the classes to the needs of my adult students and focused largely on speaking and listening skills. I received my TEFL certification in September 2003.

**UMD, College of Behavioral and Social Sciences.** For two summers (2001 and 2002) I worked as an undergraduate research assistant for the CIVICUS Living and Learning Program at the University of Maryland, College Park. I developed curricula for two courses, Introduction to CIVICUS (BSOS 191) and Leadership in a Multicultural Society (BSOS 301), based on recent journal articles, student input, and service opportunities in the Washington, D.C. area. I also compiled a database of service opportunities and wrote the text of the program's website.

**Spanish/English Translator, Chapel Hill, NC.** During the summer of 2007, I translated from into English a book chapter on madness and gender performance in Restoration drama for professor Diana Solomon, then of Duke University.

**English/Spanish Translator, College Park, MD.** Over the winter term of 2003, I interned with a team of translators from the Global Resource Action Center for the Environment to translate into Spanish the organization's Factory Farm Project brochure.

#### **Service**

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Co-Coordinator, Gender & Feminisms in the Americas, Chapel Hill and Durham, NC, July 2008 – 2009  
Senator, Graduate and Professional Student Federation, Chapel Hill, NC, September 2006 – May 2008  
Academic Tutor, Hargraves Community Center, Chapel Hill, NC, September 2005 – May 2007  
Reading Program Coordinator, Langley-Park McCormick E.S., Langley Park, MD, May 2002 – 2003  
Art Program Volunteer, Langley Park, MD, December 2000 – May 2002  
ESOL Teaching Assistant, Langley Park, MD, September 1999 – May 2003

#### **Memberships and Professional Associations**

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MLA  
LASA  
SEA

Gender & Feminisms in the Americas Reading Group, UNC & Duke, September 2007 – December 2008  
American Studies Graduate Colloquium, UNC & Duke, October 2005 – May 2006

Women in English Colloquium, UNC

### **Teaching Interests**

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Early Literatures of the Americas  
English Language  
Spanish Language  
Composition in English

### **References**

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Tim Marr (adviser), Department of English & Comparative Literature  
412 Greenlaw Hall, University of North Carolina at Chapel Hill; marr at unc dot edu

Ralph Bauer, Department of English & Comparative Literature  
4103 Susquehanna Hall, University of Maryland, College Park; bauerr at umd dot edu

Philip Gura, Department of English & Comparative Literature  
425 Greenlaw Hall, University of North Carolina at Chapel Hill; gura at email dot unc dot edu

Rosa Perelmuter, Department of Spanish, School of Romance Languages  
226 Dey Hall, University of North Carolina at Chapel Hill; rpperelm at unc dot edu

Glynis Cowell, Department of Spanish, School of Romance Languages  
220 Dey Hall, University of North Carolina at Chapel Hill; gscowell at unc dot edu

Jessica Wolfe, Department of English & Comparative Literature  
417 Greenlaw Hall, University of North Carolina at Chapel Hill; jlwolfe at unc dot edu

Vincent Carretta, Department of English & Comparative Literature  
4117 Susquehanna Hall, University of Maryland, College Park; vac at umd dot edu