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Education

Doctor of Philosophy in English, University of Connecticut, expected May 2020
Master of Arts in English, University of Alabama, 2014
Bachelor of Arts in English and Spanish, University of Alabama, 2011, *summa cum laude*

Dissertation

“Englishing Rome: Translation and Gender on the Early Modern Stage”
Committee: Gregory Colón Semenza (chair), Clare Costley King’oo, Jean Marsden

“Englishing Rome” explores the surprisingly ambivalent relationship between ancient Rome and early modern England in plays by authors such as Shakespeare, Jonson, Heywood, Fletcher, and Massinger, while also engaging with prominent translators and poetic theorists of the day, including Hoby, Florio, Sidney, and others. I argue that the Roman plays reveal drama’s important place in early modern conversations about the role of translation and translated texts to English life and literature. Although scholars have oft noted early modern literature’s imitation of ancient Rome as a means of national improvement, my dissertation reveals a more fraught relationship between translation and Roman heritage, finding tension in the many moments of mistranslation and misunderstanding. The Roman plays, even as they make use of translation, trouble the foreign influence promoted by the humanist emphasis on classical translation and exempla.

Research and Teaching Interests

Early modern British literature (particularly drama), Shakespeare, translation, gender & sexuality studies, interdisciplinary early modern studies, writing instruction

Publications

“Rewriting Dido: Elizabeth I and the Childless Ruler in *The Spanish Tragedy* and *Dido, Queene of Carthage*”, under review at *English Literary Renaissance*

Review – *Tears of Sovereignty: Perspectives of Power in Renaissance Drama* by Philip Lorenz. *Symplokē*. 22.1-2 (2014): 418-20.

Recent Presentations

“Playing Lucrece’s Part: Problems of Cultural Heritage and Rape Narratives in *The Tragedy of Valentinian*,” 66th Annual Meeting of the Renaissance Society of America, Philadelphia, Pennsylvania, 2-4 April 2020 (paper accepted).

“Bodies at War: Reimagining the Political Order in John Webster’s *The Duchess of Malfi* and Lope de Vega’s *El mayordomo de la duquesa de Amalfi*,” 47th Annual Shakespeare Association of America Conference, Washington D.C., 17-20 April 2019.

“‘Bare Translation’: Interpretation and the Right Reader in Thomas Wyatt,” Annual Sixteenth Century Society and Conference, Milwaukee, Wisconsin, 26-29 October 2017.

“Cleopatra’s Image: Constancy in Mary Sidney’s *The Tragedy of Antonie* and Elizabeth Cary’s *The Tragedy of Mariam*,” 6th Annual CUNY Critical Theory Conference, New York City, New York, 5-6 May 2017.

“Elizabeth I, Dido, and the Childless Ruler in *The Spanish Tragedy* and *Dido, Queen of Carthage*,” Queen Elizabeth Society at the South-Central Renaissance Conference, Austin, Texas, 20-22 April 2017.

“Queer Community: Feminine Masculinity and Female Society in *All’s Well That Ends Well*,” 47th Annual Northeast Modern Language Association Conference, Hartford, Connecticut, 17-20 March 2016.

Service

Community Committee Chair, English Graduate Student Association, University of Connecticut, 2016-2018.

Community Committee Member, English Graduate Student Association, University of Connecticut, 2014-2016.

Vice President of Fiscal Affairs, Graduate Student Association, University of Alabama, 2013-2014.

Awards & Honors

UConn Graduate School Dissertation Fellowship 2016

UConn Graduate School Pre-dissertation Fellowship 2016

Graduate Council Fellowship, University of Alabama Graduate School, 2012-2013

National Merit Finalist Scholarship, University of Alabama, 2007-2011

Teaching Experience

University of Connecticut: I had sole responsibility for designing and teaching the following courses while a PhD candidate at the University of Connecticut (Fall 2014-present)

Seminar in Academic Writing, ENGL 1010 (Fall 2014, Spring 2015, Spring 2016, Spring 2018, Fall 2018) – a four credit required composition course emphasizing interpretation, argumentation, and reflection through drafting, peer review, and scholarly research, with a particular emphasis on revision. Course themes include “Fandom and its (Dis)contents,” with readings on fan culture, community, and authorship; “Education and Identity,” pairing Freire and Rodriguez with students’ own educational narratives; and “Bodies and Meaning,” which asked students to put art texts like Berger’s *Ways of Seeing* into conversation with pop culture and TV shows.

Seminar in Writing Through Literature, ENGL 1011 (Spring 2018, Spring 2019, Fall 2019, Spring 2020) – A four-credit required course with the same structure and requirements as ENGL 1010, but with a focus on literary texts as reading material. Course themes include “Fairy Tales and their Afterlives,” pairing fairy tale translations and adaptations with feminist and cultural readings on fairy tales.

Honors I - Literary Study Through Reading and Research, ENGL 2011, “Austen and Austeniana” (Fall 2016) – A four-credit course for students in the Honors program which provides extensive practice in academic writing, reading, and research. Course theme centered around Jane Austen’s works and the modern fascination with her, asking students to examine Austen’s novels in their original contexts as well as modern adaptations, treating adaptation as an act of interpretation.

Shakespeare I, ENGL 3503W (Spring 2017) – a three-credit writing intensive literature that focuses on Shakespeare’s comedies and principal tragedies. Students read plays and poetry with consideration for dramatic structure, language, and performance aspects of Shakespeare’s work, as well as the historical and social contexts in which he wrote. Major writing assignments include skill building in close reading, film analysis, and a research essay which allows students to practice understanding and applying different methodologies in literary criticism.

British Literature I, ENGL 2100 (Fall 2018) – a three-credit literature survey course that explores British literature from the medieval period through the eighteenth century. The class is intended to provide preparation for more advanced courses in the English major. Key themes explored in the course are gender, religion, and education. Readings balance the need to read major works with the importance of including women and minority voices as well.

University of Alabama: graduate instructor, Fall 2013-Spring 2014

English Composition I, English 101 (Fall 2013) – a three-credit composition course, the first in a two-course sequence, that introduces students to college-level expository writing, critical reading and thinking skills, sentence-level conventions, reflection skills, and the rhetorical tools to participate successfully in academic discourse communities.

English Composition II, English 102 (Spring 2014) – a three-credit composition course, the second in a two-course sequence, that builds on the work of English 101. This class focuses on formal argumentation and college-level research methods, including synthesis of sources and conventions of citation. The course theme, “Imagining the 22nd Century,” asks students to examine retrofuturism in order to consider how people in the past imagined our present before considering our own future, and what we must do to bring that future about.

Other Professional Appointments and Relevant Experience

Reader, Advanced Placement English Language and Composition Exam, Educational Testing Service, Summer 2015-2019

Each year, over one seven day period, I participate in the grading of over 500,000 AP English Exams. Assigned to one of the three essay questions (synthesis, rhetorical analysis, or argument), I personally grade approximately 1,000 exams each summer.

Regional Coordinator and Americorps Member, Impact Alabama: A Student Service Initiative, 2011-2012

As a member of Americorps, I participated in three major initiatives: I managed and implemented vision screenings at day care sites around the country; in which I screened over 700 children for vision problems; I supervised two VITA Free Income Tax Preparation site, managing over 30 student volunteers; and I worked with local schools to put together an AP Summer Institute preparatory class for over 100 high school students.

Student Manager and Trainer, Graduate School Admissions, University of Alabama, 2009-2011, 2012-2013

During my undergraduate study, I was a student worker responsible for assembling admission folios for prospective graduate students. During my master’s work, in addition to compiling prospective students’ materials, I was also responsible for training and managing all other student workers

Community Work

Volunteer for Quiet Corner Refugee Resettlement, 2017-2018. My main volunteer duties including providing childcare for a local refugee family while they were taking care of legal matters.

Volunteer at Willimantic First Baptist Church Community Dinners, 2016-present. My duties included meal preparation and meal service for up to 50 community members.

Volunteer for Windham No-Freeze Shelter, 2017-present. Duties include meal preparation and fundraising.

Professional Affiliations

Shakespeare Association of America

Renaissance Society of America

Modern Language Association

Languages

Conversational Spanish

Intermediate Latin